

Educational Supplement

MAY 23 1986 NUMBER 3647

FIRST PUBLISHED 1910 PRICE 55p



PETER NEWSAM

Razor's edge

'If a school is not full, a voucher is not needed, if it is full, a voucher is of no use'

At some point in the first half of the 15th century, William of Ockham delivered himself of an important philosophical principle - "Entia non sunt multiplicanda praeter necessitatem." And, furthermore, any such unnecessary bits and bobs to the logic of an argument were to be removed by a process known as "Ockham's razor".

Logic can look after itself but, with practical matters in mind, I like to think that William was anticipating the arguments for education vouchers and wagging a warning razor at them.

Vouchers are not ends in themselves. They are a means of achieving something: lunch in the case of Luncheon Vouchers, better education for those who believe in education ones.

Education vouchers, the faithful argue, would do three things in particular: they would cause proper financial discipline to be applied to schools; they would increase the power of parents to choose the education they want for their children; and they would improve standards in schools.

With the sound of William stropping away in the background, let us consider each of these important claims in turn.

Vouchers can be in real money or pretend money. Before education vouchers can be real money, the schools to which they relate must charge fees. Now there are certain political difficulties in making all schools fee paying, which is perhaps why the idea does not get much publicity.

But to discuss real money vouchers without first explaining that they are needed to pay real fees is like introducing people to safety-nets before mentioning that you propose to throw them off the cliff.

Would a real money voucher system enforce financial discipline? Only if someone were to ensure that vouchers were to be the sole, or almost the sole, source of funding. Otherwise, if 200 parents turned up at a school with their money vouchers there would be nothing to stop the discipline thereby imposed from being eroded by some misguided agency, such as a local education authority, adding to the funds as though there were 300 children in the school.

Enter William with razor aloft. As en-

titles, once all schools become fee paying, local education authorities become *praeter necessitatem*.

At this point, William would be bound to point out that getting rid of I.e.s.s and collecting fees at thousands more independent schools through vouchers sent off ("I left it on the bus, Miss") to more than seven million parents could be unnecessarily complicated as well as politically tricky.

So why not just give the money directly to independent, fee-paying, schools and let maintained schools just pretend to be fee paying? And before too much voucher paper flowed into maintained schools, I believe William would have us accept that such vouchers should be *notional* rather than actual.

So a parent visiting a favoured school would hand over a notional (that is, imaginary) voucher. Knocking away at his or her brow, the head would make a grateful voucher-receiving gesture. The receipt would take the form of an entry into a register which could be the very one schools are required to keep under the 1956 Pupils' Registration Regulations.

Financial discipline? The school would be funded on the number of pupils on the register or, if the screw needed tightening, on the average number of pupils attending. No more sending classes home, when someone withdraws goodwill for a few minutes,

without a cash penalty.

To sum up, if financial discipline is the aim, all that is needed is "school finance based, except for special cases, on the numbers of children attending" - so say the authors of *No Turning Back*, the new agenda published last year by the Conservative Political Centre. Whether this is a sensible way to deal with schools may be doubted. What cannot be is that it shows vouchers to be unnecessary.

Would vouchers enhance parental choice of school? At any given school size, schools have spare places in them or they do not. Within the maintained sector, since 1980 a parent can send or transfer a child to any school with room in it. Voucher enthusiasts persist in arguing that this freedom is illusory. It is not. The illusion rests in supposing that it is. So if a school maintained by an I.e.s.s has spare places, no one who could enter with a voucher needs one.

But what if the chosen school is full? There are various ways of dealing with this. At one extreme, a voucher enthusiast with a horror of the intervention of human intelligence in the management of affairs has argued for a lottery. When too many people want places in a school, the names are to go into a hat and the lucky ones get places. The unlucky ones move on to the next school. In contrast to this form of peripatetic tombola, there can be principles, clearly

stated and publicly debated as in I.e.s.s, which determine the order of priority in which applicants are admitted to schools. What all these systems, from the doty to the same, have in common is that vouchers are irrelevant to their working.

If a school is not full, a voucher is not needed; if it is full, a voucher is not needed. Would not over-subscription cause some places to be built? Setting finance on someone should first consider why independent schools do not expand in accordance with market principles. Why rash of temporary classrooms at Winchester? This is not because those responsible do not understand market forces; it is because over several hundred years, they have come to understand the nature of a school.

That leads on to the final claim: the demand expressed through vouchers is directly linked to improved standards. Really? Lunch is less value-laden than education, so consider the proposition in relation to that. So Luncheon Vouchers improve the quality of restaurants, do they? The range of fast food joints in my part of the world has recently extended and vouchers may have helped achieve this. But the supply of fine restaurants has remained.

The education voucher has been presented as a liberating idea which has entered administrative difficulties strewn in its path by economically illiterate civil servants. The truth of the matter is that, if you do not mind unnecessary paper waste, about, there is no great difficulty about education vouchers once all schools have become fee-paying and no point in them they do not.

NEXT WEEK

Curtain call
Nicky Harrison, star of Burnham, bows out as local authority leader

Wrong answers?
How examiners' mistakes can blight the candidates' chances

New Labour agenda
While the Conservatives battle out over education policy, what does Labour's stall. EXTRA: Mathematics

Baker to offer bigger slice for 16-plus

by Barry Huggill

Mr Kenneth Baker, the new Education Secretary, is preparing to release more cash for the GCSE examination. Mr Kenneth Baker, who replaced Sir Keith Joseph in a Cabinet reshuffle on Wednesday, will soon be meeting the local authority associations, and the teacher unions, to discuss how the money should be allocated.

It is understood that the decision to increase the funding was taken before Sir Keith's departure. He was visited by a delegation of senior Conservatives last week and told, in no uncertain terms, that parental concern over the exam was damaging the Government.

Earlier this week representatives of the NUT and of the NAS/WT were called to the DES and asked to prepare papers on those areas most in need of extra resourcing. The NAHT has been asked to undertake a similar exercise. Sir Keith, throughout his political career, was unwilling to pre-empt parliamentary procedure and single out in advance what he was intent on doing.

Mr Baker has no such inhibitions and is expected to make it clear to all the interested parties that more cash will be forthcoming. Mr Clement Freud, the Liberal education spokesman, has already told him that the increased funding for the GCSE should be "new, not re-cycled money".

At this stage it is uncertain what form the extra funding will take. The most likely possibility is an increased allocation in next year's Rate Support

Grant settlements. The future of Mr Stuart Sexton, Sir Keith's political adviser, is now in doubt. He was made redundant with the announcement of Mr Baker's appointment and it is far from certain that the new Minister will wish to retain the services of such a dedicated right-winger.

Mr Sexton said: I think it fair to say that I am a de-centralist and Kenneth a centralist. Sir Keith, 68, had been minister in charge of education for longer than anyone since Mr George Tomlinson in the post-war Labour government. Had he stayed until the end of the month he would have outlasted all his predecessors since H.A.L. Fisher was President of the Board of Education in 1922.

In a final statement before his departure, Sir Keith Joseph warned that Britain's education system should not be "turned upside down" in order to teach children from ethnic minorities.

He emphasized the importance of establishing an educational policy suitable for the country's ethnically mixed society, adding that children should be taught to be prepared for adult life in multicultural Britain so they respected different beliefs and cultures. Sir Keith is to retire to the backbenches despite Mrs Thatcher's wish that he remain in the Cabinet as Minister without Portfolio. Advice for the new Education Secretary, page 9.



Final trip... the former education cruise liner, SS Uganda, sailed out from Britain for the last time on Tuesday bound for a two month trip to Taiwan - and the breakers yard. The former P and O liner was launched in 1952 and converted to a school cruise ship in 1967. She carried more than half a million children and teachers around the Mediterranean. In 1982 she served in the Falklands War as a hospital ship. The once sparkling white Uganda is now a battered and rusty shadow of her former glory. Sold for scrap for only £300,000, she has been re-named the "Triton" and sailed out of Falmouth, Cornwall, under a Caribbean "flag of convenience".

Sir Keith's last word

Local education authorities must improve their management of schools, Sir Keith Joseph told the House of Commons on Wednesday in his last major statement as Education Secretary, Barry Huggill writes.

The authorities have budgeted to spend 8.5 per cent more on education this year, and, said Sir Keith, "that is significantly in excess of the cost increases which they face, especially in view of the drop of nearly 2 per cent in the number of school pupils".

He was commenting on this week's H.M. Inspectorate report on local authority expenditure, which says that not all the problems of schools are caused by lack of cash.

HMI, like the Audit Commission last week, points to poor management by the I.e.s.s, inefficient teachers and

HMI report in detail, page 6

poor in-service provision, as major causes for concern.

The teacher unions have responded angrily to the report. Mr Peter Snape, general secretary of the Secondary Heads Association, said that poor salaries resulted in a loss of teacher morale and some poor teaching.

A spokesman for the NUT described it as "an epiphany for Sir Keith Joseph".

"Whatever he may claim, the report is a dossier of under-resourcing. He may try to blame the teachers, but how can they teach effectively when they don't have the books and equipment, and are working in crumbling buildings?"

Panel meets

As *The TES* went to press, a disciplinary panel of Avon councillors was considering disciplinary charges against Mr Jonathan Savory, a member of the Bristol multicultural education unit, arising from allegations of racism relating to an article in the *Salisbury Review*.

NOTICEBOARD

PEOPLE...

The Rev Robert Manthorp has been appointed head-designate of the Royal National Institute for the Blind's new secondary school in Worcester, which will replace the RNIB's existing Worcester College for Boys and Chorleywood College for Girls.

Mr Sidney Miller, head of Kingston Grammar School, to be head of Bedford School, in succession to Mr C. Jones, who becomes Director of Studies at Britannia Royal Naval College, Dartmouth in August.

Mr Patrick Sills to be director of training of the London Boroughs' Training Committee - the joint body of the London local and health authorities responsible for health and social services staff training - on the retirement of Grace Jackson.

Mr Tony Mait to be director of the Central Bureau for Educational Visits and Exchanges.

CONFERENCES...

May 10 How important is the audience? National conference on the future of public service broadcasting in the Royal Festival Hall Waterloo Room, London, organized by Voice of the Listener Society. Fee members £4.50, non-members £6.50. Details from the Conference Secretary, Voice of the Listener, 101 King's Drive, Gravesend, Kent DA12 5BQ.

May 10 and 20 Association for the Study of the Curriculum - north east region

conference on 5-16 Curriculum - a capital approach at the School of Education, Durham. The speakers will be Mr Barbara McDermid and Mr David Maitlen from ICA and Mr Colin Richards HMI. On May 20 Peter Dines will speak on *New Examinations at 16-plus and 18-plus* at Sedgfield Community College at 7 pm. Details of both events from Malcolm Glenn, Chairman, ASC (NE Region), Education Offices, Woodlands Road, Middlesbrough, Cleveland.

May 16 Centre for Education Development and Training one-day workshop on stress-management at Shepherd's Hill, Manchester Polytechnic. Fee £15.25. Details from Mrs Ann Bromley, Centre for Educational Development and Training, Manchester Polytechnic, Elizabeth Gaskell Site, Hathersage Road, Manchester M13 9JA.

May 17 Centre for the Study of Comprehensive Schools SW region meeting on CPVE, primary/secondary liaison and information technology across the curriculum at Launceston College. Details from Peter Salmon, St Stephen-in-Bramhall School, St Austell, Cornwall.

May 17 Association of Teachers of Philosophy (Manchester region) conference on *Philosophy in schools in All Saints Building*. Speakers include Dr Maurice Roche, Dr Neil Sellers, Anne Burgess and Anne Evans. Details from Michael Garfield, Manchester Polytechnic, Ormrod Building, Lower Ormrod Street, Manchester M15 6BX.

May 17

Lincs Association conference on *Specific literacy difficulties (Dyslexia)* - theory, diagnosis and teaching at Dyffryn House, St Nicholas, near Cardiff. Main speaker Dr Margaret Newton. Details from Dr J. Hawthorn, 14 Tyle Glas, Watford Park, Camphilly, Mid Glamorgan. Fee 16.

May 6-June 6

Bangladesh and East London exhibition at Thames Polytechnic, Mile End Campus, English Street, London E3, organized by the Polytechnic, Tower Hamlets AET and the City and Tower Hamlets teachers' centre. Open evening on May 6 from 4.30 pm with dance, music and displays of children's work on Bangladesh.

May 15

Exhibition of pre-vocational studies materials at Guildford teachers' centre, Fawley Hill, Guildford from 3-6 pm. Details from Mr Ian Skelton, Head of Centre, Guildford 30700.

May 20

Ninth annual Woodfield Lecture at Loughborough University at 11 am. Margaret Spencer of L11 University Institute of Education will talk on *Symbolic outlining: the academic study of children's literature*. Admission free. Details from Dr Margaret Kinnell, Department of Library and Information Studies, Loughborough University.

COURSES...

May 22-23 *World Studies 8-13: training trainers* - a two-day non-residential course at Regent's College, London NW1. Fee £30. Details from Dr David Hicks, St Martin's College, Lancaster LA1 3JD.

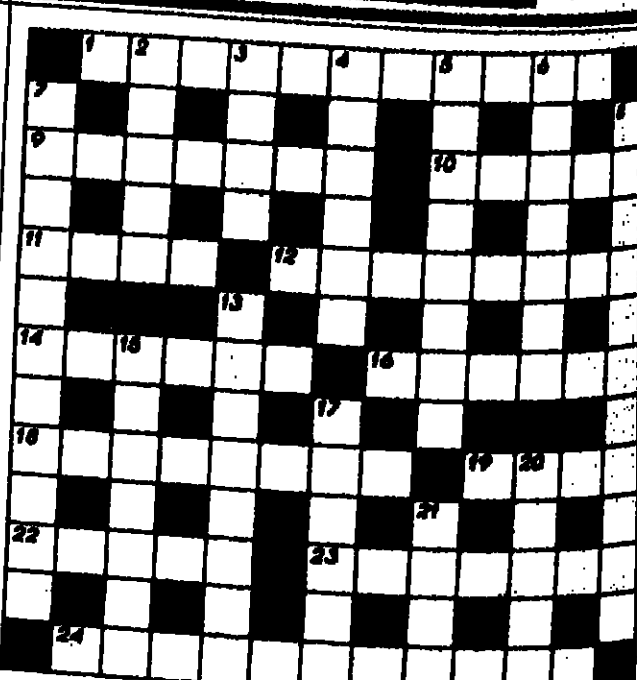
June 2-27 One-month course at the West Glamorgan Institute of Higher Education, Swansea, on the *teaching of language, reading and English 4-16*. Details from Diane O'Sullivan, Course Secretary, West Glamorgan Institute of Higher Education, Townhill Road, Swansea SA2 0UT.

PUBLICATIONS...

Swaneri Report and Travellers The report of the conference organized by the Advisory Committee for the Education of Romany and other Travellers and the National Gypsy Education Council last February has now been published. It costs £3 including postage and is available from Mary Wych, Swanerigworth, Herts CM21 0LA. A library information booklet containing details of other ACERT publications is also available from this address free of charge.

Poetry Express is a new termly poetry newspaper for primary and middle schools produced by the Schools' Poetry Association. For a free sample copy, please send a stamped, addressed envelope to SPA, Twyford School, Winchester, Hants SO21 1NW.

No 252 CROSSWORD by Ruth



Across

- 1 They contribute to the liquid assets of a bank (5,6)
- 2 Fully employ - an umbrella for example? (3,2)
- 3 Less than a pint means a breather for some drinkers (4)
- 4 It may make a girl lightheaded (8)
- 5 Architectural highlight (6)
- 6 Linguistic that is not here to stay (6)
- 7 Told, but possibly not going to be (6)
- 8 Have a forwarding job (4)
- 9 Move and again (5)

Down

- 1 A shade of grievance (7)
- 2 A badly pointer (5,6)
- 3 Turnover in costs (5)
- 4 Love a note repeatedly played in the orchestra (4)
- 5 Aerial Dickensian character (6)
- 6 Mentally ill - needs a change of routine before cure starts (6)
- 7 Dazed American general in retreat and encircled (7)
- 8 Why may go to pot (4,7)
- 9 It pays an actor to keep them up (11)

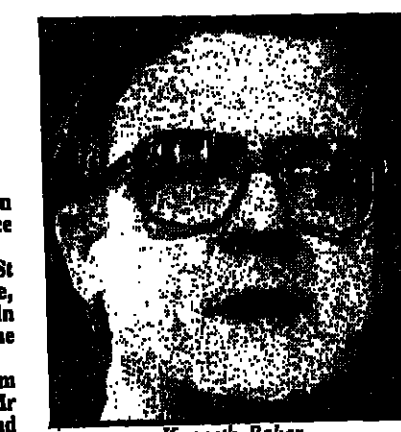
Solution to puzzle 251

Politics from Oxford days

Kenneth Baker has been a minister in the Department of Environment since 1984.

Born in 1934, he was educated at St Paul's School and Magdalen College, Oxford. His political career began in earnest at the university when he became secretary of the union.

After a spell on Twickenham borough council from 1960-62, Mr Baker contested seats at Poplar and Acton unsuccessfully. He finally won Acton in 1968. From 1970-83, he was MP for Marylebone and since 1983 he has represented Mole Valley, Surrey. He became parliamentary secretary in the Civil Service department in 1972, moving on to be parliamentary private secretary to the leader of the opposition



Kenneth Baker

from 1974-75. In 1981, Mr Baker moved to the Department of Trade and Industry as Minister of State and Minister for Information Technology. He is an industrial consultant and is married with three children.

Strikes focus on pay row

by James Melkie and Richard Garner

Children in some parts of the country were still being sent home from school this week because of industrial action by teachers.

The National Union of Teachers on Humberide started guerrilla strikes in a pay docking row and there was continuing trouble in London and Birmingham.

Some local authorities are clearly disappointed that assurances of peace and calm following the latest pay rise have not brought a countrywide end to disruption, although the situation has improved.

Croydon education authority, traditionally seen as a hard-line employer, has become the third council to repay money to teachers who lost cash when they refused to cover for absent colleagues.

It is a significant gesture of goodwill

since Croydon is one of four education authorities which have argued before the High Court that cover is a contractual obligation and not a voluntary activity as claimed by teachers.

Judgement in cases brought by the NUT is expected today. The result will considerably strengthen the hand of the "winners" in talks on pay and conditions continuing under the supervision of Aetas, the conciliation service, although appeals are thought likely.

The Humberide row arose out of pay docking by the county council, which led to teachers losing £2.60 a lesson when they refused to cover.

The union wants an immediate end to the docking and negotiations over repayment. About £50,000 could be involved.

Between 20 and 30 schools a day are affected by the strikes which won 90

per cent local backing from NUT members.

The Inner London Education Authority is telling heads they can employ outside investigators for O and A level exams if there are continuing problems over staff refusing to take part in activities that go beyond the length of the normal school day.

The NUT in the city has asked its national action committee to back immediate "no cover" because of a dispute over leave entitlement. There are already problems with supply cover even where teachers are stepping in for a day at a time.

The National Association of Schoolmasters/Union of Women Teachers in Birmingham is also continuing industrial action because the authority deducted £6 from all members who went

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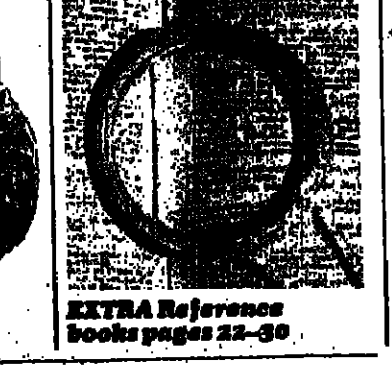
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Why voluntary schools are top page 5



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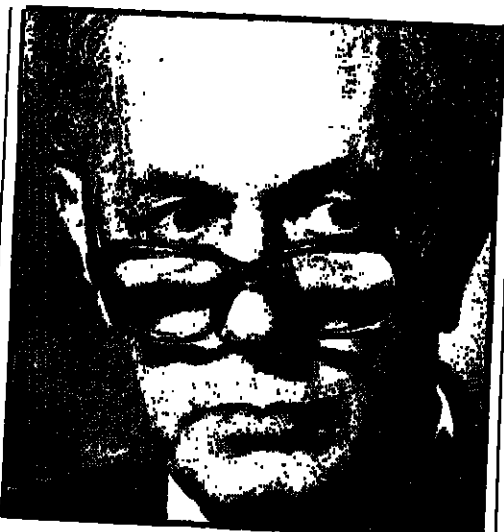
EXTRA Reference books page 22-30

The legacy of Sir Keith

The appointment of Mr Kenneth Baker to succeed Sir Keith Joseph as Secretary of State has closed the longest reign at Education of any minister for over 30 years. Sir Keith has a public and a private persona. Privately, he is the fastidious and sensitive intellectual, with a taste for rigorous analysis and a horror of the slipshod and the half-baked. He cares deeply about injustice and suffering, but his intellect warns him from basing general conclusions on hard cases. He has an obsessive streak which tempts him to pursue arguments to extremes, but even this is tempered by a disarming reasonableness which leaves him in the last analysis open to the evidence put before him by his advisers.

In his political life, his private virtues have been translated into public liabilities. His fastidiousness and honesty all too often came across as arrogance and a willingness to give gratuitous offence to those on whose support he depends. He needed the co-operation of the teachers and the local authorities to make a success of the radical (and not so radical) policies he persuaded himself and his colleagues were needed. Yet his handling of both these powerful groups was often clumsy. His critique of the educational situation concluded that the least successful 40 per cent of pupils got a raw deal and that the key to any improvement lay in raising the quality of teaching. Neither of these propositions is particularly controversial. And as for the proposition that the quality of the teaching and learning transaction of individual pupils and teachers has to be at the heart of any plan for better education, who could object to that? Why did this not immediately commend him to the educators?

The answer is that the first political task of any Secretary of State for Education and Science is to act as the titular leader of the education service. Leadership involves winning and holding the confidence of the troops. In the field of education this is by no means simple. Local authorities are political institutions, usually controlled by the parties in opposition at Westminster; the teachers' unions have been antagonized by years of wages policy of one kind or another. Nevertheless it remains the task which determines success or failure. Education has



become a crisis issue now, in the last two years of Mrs Thatcher's second administration, because Sir Keith failed to carry off this major leadership role. The prolonged dispute with the teachers about pay and the key to any improvement lay in raising the quality of teaching. Neither of these propositions is particularly controversial. And as for the proposition that the quality of the teaching and learning transaction of individual pupils and teachers has to be at the heart of any plan for better education, who could object to that? Why did this not immediately commend him to the educators?

Even in his failure in this prime responsibility, however, it was Sir Keith Joseph's good qualities which caused the trouble, not any suggestion of malice or indifference. He felt he must act the candid friend to the teachers - tell them their faults, raise (over and over again) but not settle, questions about the removal of "ineffective" teachers - because his first duty was to the children, not the vested interests of the education service. In this, his priority was right even if his method or pursuing it was self-defeating and sometimes unbelievably incompetent for so experienced a politician.

A minister with different gifts might have avoided these pitfalls but nobody can take away from Sir Keith the credit for putting these aspects of high quality teaching at the top of the agenda.

In other matters, he has been much more successful. He has moved the argument on. Though

always intensely controversial, and often partisan in the sense that he not only wanted to make things better, but wanted to do so in a way which bore his own party's distinctive stamp, he has succeeded in focusing national concern. A lot of his reforms would survive a change of government. He has pushed ahead vigorously with examination reform and the review of content and syllabuses for the new 16-plus examination. At least he ended the appalling procrastination which had held up reform for a dozen years and more. The GCSE is in deep trouble but may yet be salvaged with a little of the good will which a new Secretary of State may be able to muster - and a little more money.

The process of curriculum review has gone steadily forward. Admittedly, the 1986 Act and the ambiguous role of governing bodies has to be tidied up, and may yet add to the general frustration, but Sir Keith has succeeded in concentrating minds usefully. The review of teacher training is also going ahead fairly smoothly.

Paradoxically, his judgement seems to have been remarkably fallible in regard to higher education where his devotion to the public spending constraints has made him try to justify real cuts of 10-12 per cent. It is sad that on his last morning as Secretary of State he should have had to go on the radio trying to prove that the UGC is somehow fostering high standards by administering a selective programme of damaging cuts which manages to leave all universities - including those deemed to be centres of excellence - worse off than they were before.

Sir Keith leaves behind an important legacy. He leaves a deep dispute with the teachers which is going to be extremely hard to settle within the kind of money any new Minister is likely to command. He leaves a programme of on-going reforms which will take time and persistence to bring to fruition. He leaves a DES which has been encouraged to flex its muscles without any well-thought out attempt to re-cast the division of powers between central and local government in education.

Finally - and unhappily - he leaves the education service in a mess, but a mess from which it can hope to recover if new money and leadership is forthcoming.

COMMENT

Could do much better

No one can envy the HMI's their annual task of reporting on "the effects of local authority expenditure policies" (page 6). The quest is for the link between spending and educational quality - and its converse, the link between cuts in spending and shortcomings in the education received by the pupils. As they remind us every year, HMIs find it very difficult to put their finger on this with the clarity and objectivity which can stand up to critical examination of politicians eager to accuse them of bias.

It is easy to point out schools with leaking roofs and peeling paint; it may be much more difficult to translate these physical shortcomings, directly, into a short-fall in pupil learning. The result is a mixture of pulled punches and devastating facts.

On the basis of their visits to schools, HMIs conclude that three-tenths of all lessons which they observed were "unsatisfactory", one-fifth of them were "adversely affected by poor accommodation"; a quarter suffered from "shortages of equipment". In three-fifths of the schools where an assessment was possible, "the teachers' perceptions of pupils' potential and needs were inadequate" and there were major criticisms to make about half the schools which needed to change their teaching styles if national policies were to be achieved.

This is a fairly formidable indictment, made only slightly less damning by the preliminary announcement that "most schools are not falling down,

leaking, or facing crises in the availability of materials and equipment". Coming out on the day of Sir Keith's departure, the HMI's report will certainly be seen as a comment on his stewardship. Like the Audit Commission's report last week, this is about the unacceptable contrast between the rising real and unit costs to which the Treasury draws repeated attention and the inescapable evidence of cuts at ground level.

What the HMIs are saying is this: here you have schools which show various weaknesses. Not all of these are the result of financial cuts, but all that needs to be done has a price. As they put it: "Addressing all or any of these has a cost in money, time or both and to be effective, that cost will not be cheap."

Some of the extra money can be found by using existing resources more effectively, but even to do this will require more spending overall, to create the circumstances in which this can happen. And, of course, it requires the co-operation of the teachers and there is a price to that, too.

Many of the weaknesses to which the HMIs draw attention are not susceptible to quick remedies. There are already far too many balls in play: to jump to the conclusion that all that is needed is more in-service training or more books or more painting and decorating, would be an absurd oversimplification, though all these things may be needed now and later. There is already a risk that too many initiatives threaten to distract the teachers attention from their main tasks and take them away from their classes for too many periods. It is still going to be important to make sure that first things come first.

The cheers must wait

The disruption of school life caused by the teachers' pay dispute has been sapping morale for so long now that one of the more surprising aspects of the interim deal which two weeks ago brought all the teacher unions into the ACAS negotiations has occasioned few headlines and little public rejoicing.

One of the reasons for this is that the public concern about education which was triggered by the dispute has now exploded into a life of its own, spilling over daily into the public prints and probably unstopable whether or not the original cause is removed. Sir Keith Joseph has now accepted that the force that has been unleashed and given a few higher education banana skins, it must be doubtful whether that would have happened without the daily reminders of children sent home from school.

But if the temporary settlement has been overshadowed by events, response is also muted by the uncertainty as to how much it means. How are we when for months the conviction has been growing that schools will never be normal again, and when dedicated teachers have declared on all sides that they will never cover again?

This week, all the signs were that the peace is every bit as patchy as the action ever was (page 1). In some parts of the country teachers are meeting

grateful parents at last, attending staff meetings and thinking together again about staff development. Elsewhere, the national agreement to cover for up to a day is being broken, old scores for "provocative" action by local authority employers are still being paid off, and in some areas children are still liable to be sent home. There is still no guarantee that the new GCSE can be launched with the cooperation of all the teaching force.

So perhaps only a belated one and a half cheers are due for the deal that, with the proper cooperation of the other teaching unions and the local authority leaders, brought the National Union of Teachers to the ACAS table, where they have to be if any proposals for new staffing structures or appraisal are to stick.

The other one-and-a-half cheers will have to wait until we know in July whether the ACAS team has triumphed where all others have failed - and whether Sir Keith Joseph's successor is ready to face out the Treasury and pay the bill.

NO COMMENT

"Required from 1 September 1986, a teacher of Geography and/or History and/or Business Studies to work primarily within the Humanities Department. Applicants should be able to offer English/Drama or French as a second teaching subject. The ability to teach Economics/Commerce and/or Law to years 4 and 5 and the Sixth Form would be advantageous. Scale 1." From: current Avoyn bulletin for teachers.

Wearside Notes

Nothing but the best for Nissan

It wasn't the best day for Sunderland. The morning after the round of redundancies in a building industry - 925 at Sunderland Shipbuilders and Pickersgill. In the evening, national TV news had the interviews with angry but craftswomen with 25 years of experience who have watched their jobs on the tide of world-wide unemployment.

An ignorant southerner might argue that a 23 per cent unemployment rate would impose on every school life. Maybe it does, but would not get that impression from the superficial view. What you do get the strength of a local tradition of deep-laid conservatism and powerful than politics - with girls in smart school uniforms strong sense of local patriotism.

Where are the new jobs to come from to replace the shipyard heavy engineering? The factory district of Sunderland in Washington where a Japanese maker, Nissan, has put down a new plant. In the first stage of 470 new jobs have been created. The factory will assemble 24,000 a year, shipped from Japan in 1991. If all goes well annual production will rise to 100,000 within a few years. The extent of local manufacturing increased, raising the town's 1990's to 2,700. Add to the stimulus to a range of other industry and you can see why the Nissan plant was a shot in the arm for Sunderland.

The local management style and expected work and high standards - but those Nissan ads on the telly - all this surfaced in Sunderland in 1987, which the company has taken over recruitment of staff and in a concern about training in it.

It is an eye-opener to seeing a new employer with very high standards can shake up people's ideas of what is and what isn't possible. The union agreement with the company has swept away many traditional customs, and met the company's demand for a new 60-40 electronic man - a blend of separate skills - to fit into production teams capable of their own quality control.

Wearside College - one of Sunderland's two further education colleges has been closely involved with the recruitment, setting up a battery of tests using the latest equipment and passing on the results for the managers to make their selection. Interviews: 470 recruits in all from 110 applications.

Alan Cass, the principal, is determined to ensure that his college responds to all local needs, and these obviously include those of new overseas companies. The emphasis on high standards of technician training can only be good. For far too long companies have expected to get by with traditional skills traditionally acquired. A large and influential employer may be just what is needed to show others the way.

If the regular Japanese industrial philosophy applies, Nissan will set a powerful example of training in a new way. Even if initially, the company has drawn heavily on the existing stock of skilled workers in the area.

The next stage for Wearside will be to get alongside the Nissan managers and provide them with the continuing services they need. In so doing, there must be a good chance standards will be raised all round - certainly beyond the Nissan perimeter fence.

Stuart Mackay

Strikes focus on pay row

Continued from page 1

on strike for less than half a day during the dispute. The union argues that members are being "fined" £6 for 30-minute strikes, regardless of their pay scales.

Meanwhile, a new contract just signed by teachers in the Channel Islands could be seized upon by local authority employers in England and Wales as a model to secure an agreement from the Acatas talks, union leaders believe.

Under the deal, the NUT, NAS/UWT and AMMA have agreed to most of the demands made by Sir Keith Joseph in his draft teachers' contract last summer in exchange for a pay increase which significantly boosts salaries of those on the lower rungs of the pay ladder.

Leaders of the NAS/UWT were so worried about the impact of such a deal that their deputy general secretary, Mr Nigel de Gruchy, immediately flew out to Jersey to try and persuade teachers not to accept it.

However, in a ballot, the three unions' members voted by almost two to one in favour of the pay deal - which introduces a main professional grade giving most teachers a maximum salary of £13,200 a year (a figure which would mean scale one teachers' pay nearly returning to the relative levels set by the Houghton committee of inquiry 12 years ago).

The NAS/UWT is worried that the deal does not offer sufficient promotion incentives and that the contract element actually stipulates a minimum number of hours to be worked per year - 1,680 hours.

On covering for absent colleagues, it says teachers should "undertake an appropriate share of all collective responsibilities including substitution for an absent colleague subject to guaranteed non-teaching time roughly equivalent to two periods in each 35-period week".

On lunchtime supervision, it adds that teachers should "ensure the safety and good order of pupils by carrying out an appropriate share of supervision whenever the pupils are authorized to be on school premises or elsewhere when the schools are in session".

The new pay structure would start with a professional entry grade. Teachers would then have to pass a satisfactory appraisal to move on to the main professional grade.

If a teacher fails appraisal, he or she would remain on the professional entry grade "until such time as probationary or appraisal requirements are met". The education committee would have the power to increase the salary payable to teachers on the entry grade if it was thought the pay was not "adequate having regard to the individual teacher's qualification and experience".

Until recently, teachers' salaries in Jersey were tied to the Burnham pay negotiated rate. But they received a £501 across-the-board interim settlement while a pay and conditions deal was awaited. Now they will negotiate their own rises in June.

Barney education authority has set out minimum class - contact times for deputy headteachers and senior teaching staff in secondary and middle schools.

The guidelines set out by the Labour-controlled L.E.A., which say that deputies should spend at least 40 per cent of their working time in front of a class, have angered headteachers. The authority is also asking senior teachers to spend a minimum of 60 per cent of their time in the classroom.

Mr Tom Brooks, Barney's chief education officer, is to meet officers of the Secondary Heads Association to discuss the guidelines after the half-term break.

Research levels link to UGC share-out

by Geraldine Hackett

All universities will have less funds next year, but the selective share-out of grants for 1986/7 will hit some universities and business schools harder than others.

A promise of future unspecified sums for the universities made by Sir Keith Joseph this week will not state off an estimated four per cent reduction in the money available to the universities in the coming years, say vice-chancellors. For the 11 institutions that are due to have their budgets reduced in cash terms the spending crisis is likely to be severe. The total block grant for 1986-87 is £1.2 billion.

For the first time, university grants are to be awarded for next year partly on a basis of judgements made about research performance. The Government's intention is to introduce a competitive element into the grant process.

The results of the exercise for 1986-87 have produced increases over the previous year as high as four per cent for Warwick University. All but one of the seven universities to get grant increases of more than two per cent are in the south. As a safety net, the University Grants Committee agreed a formula of reducing those with higher ratings to make sure no institution had its budget reduced by more than 1.5 per cent.

The introduction of competition into funding has the approval of the Committee of Vice-Chancellors and Principals, but its chairman, Mr Maurice Shock, described the current funding plan as "the sharing out of misery".

The scale of university costs - particularly salaries - means that the sums in current allocations are likely to produce a four per cent shortfall on the previous year, he said.

"The costs encountered in universi-



ties are running higher than the retail price index. Salary levels have to keep pace with salaries paid elsewhere in the public sector and our fixed costs on books and building repair are higher than price inflation," said Mr Shock.

"University cuts have already reached 20 per cent in real terms and could reach 30 per cent by 1990," he said.

"No university, not even the most favoured, is going to be better off next year than it has been in this. We have warned of the inadvisability of mixing the introduction of a new system of funding with an overriding necessity to save money," Mr Shock added that unless substantial sums are made available from the Government, universities will not be able to handle the number of students that had been planned nor would universities be able to maintain their research base.

"If by the early 1990s our universities are badly savaged, it will take a decade to put them back together," he warned.

The impact of the grant allocation on individual universities will become clearer next week when the UGC sends each university the results of its

research assessments. The proportion of grant related to the assessment of an institution's research effectiveness is about 15 per cent, but the rankings provided in the allocation tables do not reflect the new research assessments.

The formula for drawing up grants has changed. Funding per student is more uniform in the new formula and the figures also reflect the shift in numbers and shift in subjects at universities.

The incentive to efficiency which underlies part of the exercise has been welcomed by the vice-chancellors' committee.

"We believe competition between the universities to be the main spur to quality and efficiency and that the first charge of the UGC in distribution of public money should be the establishment of a system of rewards and incentives," Mr Shock said.

On Tuesday, Sir Keith Joseph told the House of Commons that the Government is prepared to provide increased funding for universities in 1987-88 and in following financial years, but such finance will depend on better financial management, improved standards of teaching, and where appropriate, closure of small departments.

The UGC gives a lower estimate of the cut in real spending power than the vice-chancellors' committee. Their figures say the grant allocation is a reduction in real terms over the current year of 2.15 per cent.

The UGC plans show a total student population of 278,418 in 1989-90, which represents a 0.6 per cent increase on students from the level of 1984-85. Within the total, student numbers in science are set to increase by 1.7 per cent to 131,291; arts students to decrease by 0.4 per cent to 131,149 and medicine students to decrease by 0.5 per cent to 15,978.

Before the government's promise to

Winners and losers

University or college	Percentage change from 1985-86 to 1986-87
Aston	-0.3
Bath	+3.8
Birmingham	+0.8
Bradford	+0.7
Bristol	+2.7
Brunel	+0.5
Cambridge	+0.7
City	-0.5
Durham	-0.5
East Anglia	-0.5
Exeter	+1.4
Hull	-0.3
Keele	-0.5
Kent	+2.5
Lancaster	+0.7
Leeds	+0.8
Liverpool	+1.7
London Business School	-0.4
London University (of which Imperial College)	+1.5
Loughborough	+2.1
Manchester Business School	-0.5
Manchester	+1.7
Nottingham	+1.4
Newcastle	+0.3
Northumbria	+1.5
Oxford	0
Reading	+0.1
Sheffield	+1.1
Southampton	+3.1
Surrey	+0.7
Sussex	+2.6
Warwick	+0.4
York	+3.1
Abertawebyth UC	-0.4
Bangor UC	-0.8
Cardiff UC	-0.8
St David's Lampeter	+0.8
Swansea UC	-0.5
Uwerin	+2.7
Wolverhampton	+1.5
Welsh Registry	+1.0
Total Britain	+1.0

provide extra funding, the universities were facing planned reductions in purchasing power of 2.5 per cent in 1987-88 and 2.2 per cent in 1988-89.

Colleges to fight closures

Portsmouth Polytechnic and Humber-side College of Higher Education are to fight vigorously to reverse Sir Keith Joseph's decision that they should lose their teacher training intakes from 1987.

The decision was announced last week in tandem with a 20 per cent expansion by 1989 of both primary and secondary teacher training numbers in

50 of the 54 institutions currently involved in teacher education.

Sir Keith Joseph also announced that the College of St Mark and St John would lose its primary intakes but would increase its secondary numbers. He agreed that Hertfordshire College should merge with Hatfield Polytechnic.

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. Already in 1986, there has been a further increase in membership of several thousands.

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Derby DE1 9BR

Listen to the auditors



John Sayer (pictured) welcomes the Audit Commission's messages on empty desks, selection for headship and activity-led staffing - and its request to the Secretary of State to get out of the way of cost-effective change.

True to its name, the Audit Commission has been listening. Even the emotive window-dressing of its chief executive and of the opening lines, both strangely superimposed on a workaday team document, can only be accused of picking up and posturing the tired Tabby and Young old hat in the hope that provocative politicians might listen to their own sort of language. Teachers are not the target, even if some union spokesmen have been caught on the hoof and got in the way. So at least let us give the auditors an audience.

Do we really want to resist a document which seeks better salaries for teachers, better INSET, more management training, investment in change, savings on waste-removal ploughed back into education, more responsibility for schools? Is it unreasonable to expect i.e.s.s. to have some plan for falling rolls, or to tell the Secretary of State to get out of the way of cost-effective change? Perhaps above all, let us give a good hard look at the proposals for activity-led staffing, as an approach to take into Acad and into our future habits.

Last week I was in the South-West, passing through Sherborne where after a moderate delay the Secretary of State had turned down the local authority's modest proposal to bring together three diminutive secondary schools into one of five forms of entry. I was sharing thoughts with advisers and senior colleagues in Plymouth, where the DES has undermined morale by refusing reorganization on which everyone had been working with a will despite industrial dispute, beyond self-interest, and in the service of a public system.

By contrast, I work with a school in West London, put together from two run-down rolls just before the industrial dispute, to make five forms of entry despite previous lack of parental choice. You can feel the uplift as soon as you walk in, and the parents have felt it too. That is the kind of decision sought by the Audit Commission team. Let us do some of their listening. "It is impossible to phase out obsolete buildings or to create reserve space in more schools or to improve the operational effectiveness of their buildings, or to lay down a sensible policy on parental choice of school, unless every local authority draws up area schemes covering the planned admission level of all its schools over a period of years."

"It is an inescapable fact that some secondary schools will have to close."

"Difficulties of presenting an adequate range of courses increase substantially in schools when their intake sinks below five forms of entry."

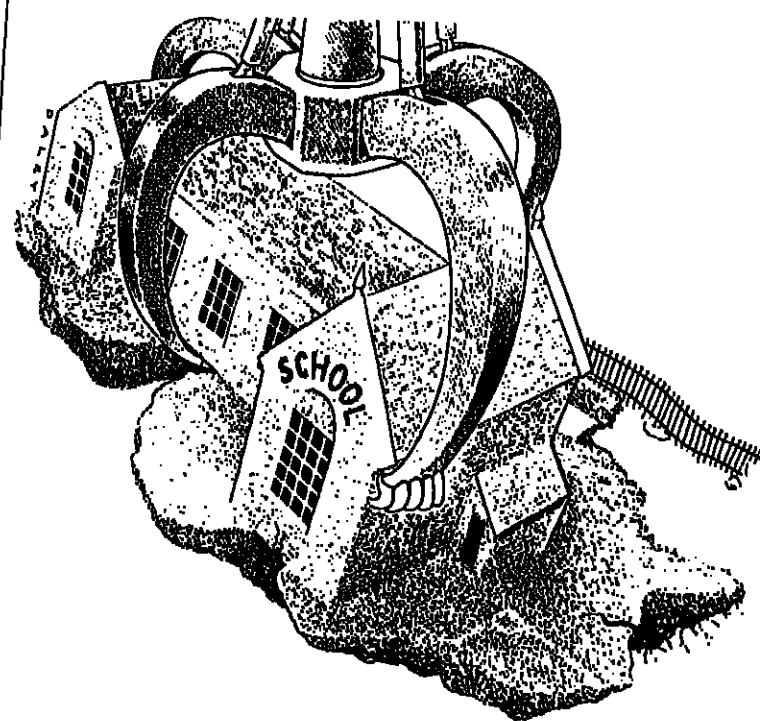
"As schools get smaller and promotion prospects fade, teachers will see less and less need to do such things as going to faculty meetings or involving themselves in after-school activities."

"The forces resisting change will be strengthened. Schools will tend to become smaller and duller as their staffs get older and as promotion and movement become less. An age of technological innovation is not likely to be well served by a teaching force which is resistant to change, but this is likely to happen as teachers get more shut in their own classrooms. Thus we face a situation where schools with rapidly declining numbers may not only find it impossible to teach a full curriculum but where the very mechanism for curriculum development may itself be destroyed."

Staff morale is bound to be under strain as numbers fall.

These are random quotations from the falling rolls policy document put together by five of us comprehensive school heads in 1978 for the newly amalgamated Secondary Heads Association. One of the first concerns of those managing secondary schools was to ensure what the Audit Commission has found lacking in most local authorities and central government: long-term strategy within which to develop.

1978, in the wake of the Great Debate, was the time for the planning now being sought. But it was also the time when government abandoned long-term economic planning of any kind, leaving us open to leadership into a 19th-century future, to the annual chopping and changing of rate support and local budgets based on the anarchy of oil, and to the frustrations of politicians and professionals which would just go away. Is it unreasonable to expect the Audit Commission, in its earlier document on non-teaching costs, to call for the three-year cycle of budgeting and decision-making for which those who run



schools and training institutions have been pleading?

While the Department of Education and Science was funding illuminative discussion of falling rolls, the nearest we had to a governmental planning document came in an annex of the excellent document on falling rolls put together for the government of Ontario, which put its own demographic future for schooling to the year AD 2002, down to the last detail, and used Kieron Walsh and his colleagues at the Institute of Local Government were funded later, and some of the best parts of the Audit Commission report are informed by their study of staff management.

Of course, the Audit Commission is not there to argue against government policies where they exist. It has to accept us as it finds us; to accept that the Government has no intention of increasing revenue expenditure per pupil for the period to 1988-89. It is for others to challenge and change all that. If we want to provide a better and broader service, but that does not wish to spend money on unviable systems when there are so many urgent priorities for the future.

In reading the report, it is useful to separate the selling points from the one-off opportunity of falling rolls, and the need for politicians to be seen to get something right in a hurry. But the Audit Commission recognizes that much of the opportunity has already been missed; all it can do is try to speed the processes of change, in

particular the political processes of consultation and central government decision.

Its desire for open consultation seems not to accord with its swipe at interest-bodies on local education committees; it is, after all, the full council which is the education authority, not the education committee which informs it. But its objection to the delaying mechanisms of central decision-making is generally shared; even if we want children's future to be filed for a year and more of uncertainty.

Nor do we want local authorities to be prevented from proposing desired schemes because they would be set on for too long to make them work. Surely, the auditors will not get far on falling rolls: the report is itself a part-product of the British genius for retrospective planning; the slogan of empty desks will be changed into an election slogan of smaller classes, without the switch of funding to help that happen.

However that may be - and the Audit Commission will not let it be without a struggle - the substance of the report is about better management with or without falling rolls. The Audit Commission has picked up and relayed the inadequacies of selection for headship. Fair enough: just what has happened since SHA and what has project published three years ago? rowed into the POST pages, uncritical, and the processes of selection have been delayed at the time when the major problem has become to find good people applying at all.

We may consider the problem to be one for the whole service; we may not

want the recommendation of training as in France, where, for headship training, is, in fact, grace, efficiency, to produce rate management breed. But we actually doing to improve, we want the collegiate managerial responsibility and training for that.

Quite the best and most proposal from the Audit Commission is for the staffing of schools according to the activities in running an organization in education. It goes well beyond so-called curriculum-led practice, it is close to the "staffing" which secondary schools have been proposing. For the last, have from a disinterested recognition that external examination administration, at resource management, policy, parental consultation, work, errors, INSET, staff, fieldwork, guidance, community planning, supervision, and just the place given all require staff time.

The samples given are just the argument we are aware of, swallow them whole, indeed, research there has been with illustrations. It is the approach, important to share across the gauges of educating and resource conditions of service and control could be the foundation of a professional approach to future after a debilitating period which destroyed past practice. It needs work on it.

One feat is that policy-lacking might grab for the reports stands and repeat the error of a thrust technology. Secondary education does not exist in isolation cost-effective service in any way not at each part separately. What appears to make sense for secondary education alone is not likely to at best sense across the board. Any of this seems to be largely limited to post-16 provision, and important are the primary school interface, ordinary schools and youth and community.

The Audit Commission has together its findings on secondary education; nor has it more than refer to its work on teaching costs and local management of resources. That has to be done each and every locality, pointing to different management skills. The drawn in by the Audit Commission shown that it can be done. The can do is to read beyond the headlines.

John Sayer is a visiting fellow of Education.

Where learning is a Cardinal virtue

Voluntary schools took most of the top 10 places in ILEA's recent league table of examination performance. Virginia Makins visited one of them.

The first-year pupils at Cardinal Pole school in Hackney, London, know exactly how good their school is. "It's the fifth best in London," they tell you. Their evidence is the Inner London Education Authority's league table of examination performance in all their schools between 1982 and 1984. ILEA's analysis compared the actual exam results in schools with the predicted average result, taking account of the differences between the intakes of different schools.

Cardinal Pole, an inner city Roman Catholic co-educational comprehensive with 1,000 pupils, which started life 25 years ago as a secondary modern, was placed behind four grammar schools, three of them also Church schools.

Mrs Joan Leith, head for the past five years, was not surprised by this evidence of the school's success, and is in no doubt about the reasons for it. She says it is due to excellent teachers concentrating on their work in the classroom, and doing education rather than talking about it.

"There are many wonderful things about ILEA," but heads and staffs cannot reasonably do all that it has been asking them without detriment to what is happening to children in the classroom," she says. "They are not aware of the price children are paying in terms of teachers' ability to give full commitment to their teaching role."

At Cardinal Pole, she says, when the staff talk about special needs she wants them to talk about how X, Y, and Z can be helped in the classroom - not about general principles.

If there is an in-service course that would suit a particular teacher, the first consideration is the classes that teacher takes - and if their teaching has been badly disrupted for any reason, whether it's leaking roofs or maternity leaves, the in-service has to wait.

Other "old-fashioned principles" play their part in the success of the school, says Mrs Leith. "We pay a lot of attention to discipline, and do things that make children want to work."

Parents are asked to check children's homework every evening, and to make them do it again if they feel the child has made too little effort. The class tutor checks it every morning - and any unfinished homework must be done in the lunch break. School uniform is checked every day in the lower school.

Attendance is high, averaging around 90 per cent - but the attendance record of different classes is read out at assembly, in the hope that peer group pressure will prevent a class from slipping.

The sixth form, with about 100 students, is open to students of all abilities - but admission is by invitation only. If pupils refuse to work hard in

their fifth year, they go elsewhere. "They know they only get one chance; they must show good discipline and attendance and regular work," says Mrs Leith. "We won't let them waste a year of their lives in a social club, and it would do them no good with employers."

Cardinal Pole is a local school - poor transport discourages parents from sending children from far afield. It has a typical inner city intake. More than 30 per cent of its children are Afro-Caribbean. (Two years ago the school checked carefully and found that black children at all ability levels were doing as well as, if not slightly better than, white ones.)

ILEA schools are required to balance their entry by taking not more than 25 per cent of the pupils who score in the top 25 per cent on a verbal reasoning test at 11, and not more than 25 per cent from the bottom quarter.

Cardinal Pole is usually oversubscribed in the latter band and under-subscribed in the former. And, as in many co-educational comprehensives that co-exist with single sex ones, more boys than girls apply.

"A lot of our children have horrendous problems at home, either temporary or permanent," says Mrs Leith. "But we draw a clear line between making sure they know we understand their problems, and letting the prob-

lems become an excuse for unacceptable behaviour. We won't hold the whole community hostage for the sake of individual children."

Children may be excluded - from school for a "cooling off period", and at present a fifth-year is working for his exams at home, because disruptive and aggressive outsiders kept coming into the school looking for him. But only one boy has been expelled in the past



Joan Leith: doing rather than talking

Five years ago, the school's Catholic and aided status made it easier to recruit teachers. But that is no longer true - the school currently has five vacancies. "We've been desperately affected by the teachers' action, and we won't recruit teachers until the pay and career structure is sorted out."

Every family that makes Cardinal Pole its first choice of secondary school is interviewed. The staff try to make it clear that the interview is not a test, and use it to explain what the school is like - the insistence on uniform, the daily prayers.

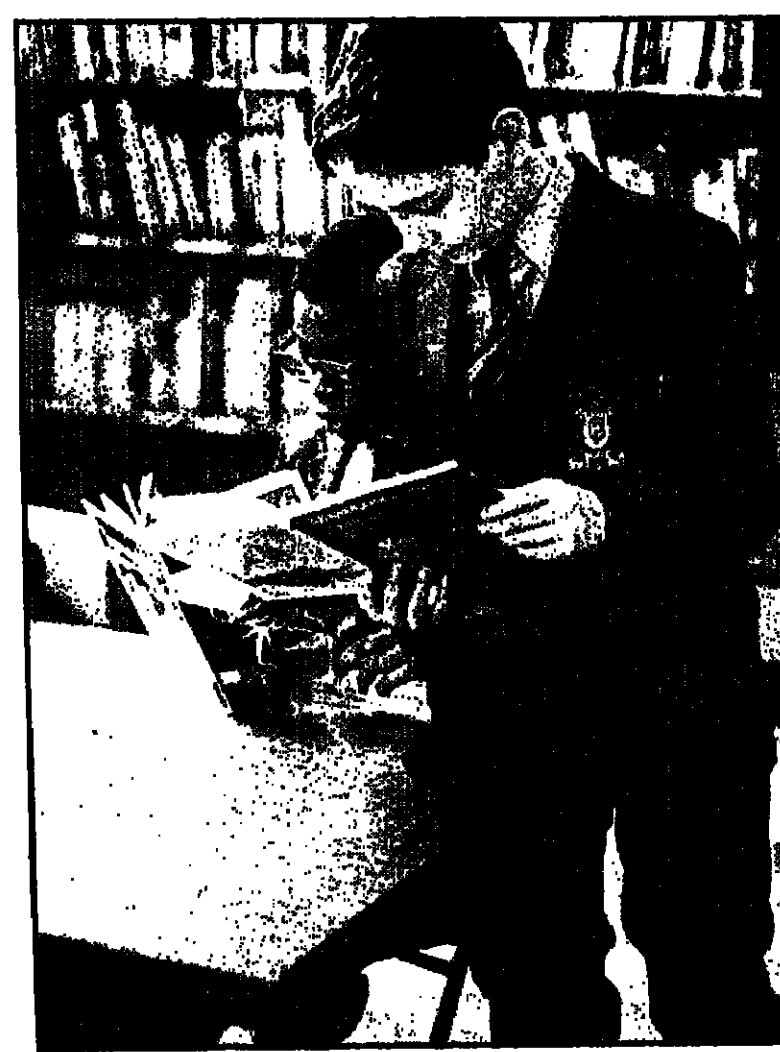
A few are put off by what they hear. The rest are admitted following set criteria - with siblings, children with support from their parish priests, and children living locally coming first. The child's primary record is not known or considered at the admission stage.

The pupils are put in broad ability bands from the first year for academic subjects, and taught in mixed-ability groups for creative and practical ones. "Unless you have superb resources, you can't teach mixed-ability classes and do your best for every child," Mrs Leith maintains.

From the day it was founded as a secondary modern, Cardinal Pole has encouraged children to take GCE exams. Mrs Leith still does not believe in offering non-exam courses. "I saw when I worked in a grammar school how you can create a tail of non-achievers. And once teachers create a tail, it extends itself."

Exams are not everything; with local unemployment so high, "life and leisure skills" are seen as more and more important. Before the teachers' action there were many residential trips, to help children become more adaptable and able to leave home to find a job. Games are compulsory up to the fifth year - partly so that pupils leave school in touch with local clubs and leisure centres.

But, Mrs Leith says, "Our first responsibility is to children in the classroom, teaching, caring and marking. That's the basis of a good school."



"We pay a lot of attention to discipline, and do things that make children want to work."

P.E.

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Black parents in Creole campaign

by Barry Hugill



Jocelyn Barrow

Black parents and teachers in the North London borough of Haringey have launched a campaign to gain recognition for Creole as a legitimate subject for school study.

It was 25 years ago in Haringey that an action group of concerned parents first protested at the high proportion of black pupils allocated to special or remedial units within schools.

One leader of that action group, Ms Jocelyn Barrow, spoke to the conference of Afro-Caribbean parents and teachers held in the borough at the weekend. She said that the demand for Creole to be recognized as the legitimate language of many pupils was a continuation of the earlier campaign.

One problem the campaigners would meet was "the difficulty of white policy-makers to listen to what black people want", she said. "They always dictate to us what we should want."

Ms Barrow said that many white teachers and administrators did not understand that they were behaving in a "racist way" towards black people by always acting as if they knew best. A Haringey schoolgirl described an essay about "pawes" and my white teacher corrected it to "paws".

Others thought that it would be difficult to use Creole in schools because of the variations in use between people from different parts of the Caribbean. But Dr Dalphinis argued that "the similarity of Creole is much more significant than the differences".

Dr Morgan Dalphinis, who in September is to become Haringey's adviser for bilingual education, said that real change in the schools would occur when black parents organized and made demands on local education authorities.

Some black parents were worried that the use of Creole in school would lead to an inferior education. Several said that it should be "the language of the home". One mother wanted her children to "receive more English, especially grammar, teaching because that is what you need to get on in this society".

However, the report notes that a small concession was made in 1982 when the maternity grant was made available to mothers of all ages. The report's author, Dr Anne-Marie Coyne, says this may signal the first

Schoolgirl mums denied aid

by Jill Sherman

Schoolgirl mothers are not getting the support they need, according to a Health Education Council report. The report confirms that most young mothers come from single-parent families and are at the lower end of the social-economic scale. By becoming pregnant they get trapped in a cycle of childbearing and poverty.

The ambiguous legal status of the schoolgirl mother makes it difficult to mobilize existing support, it says. As a child under 16 she is not entitled to financial help from the state. She can claim child benefit but is unable to claim for herself.

However, the report notes that a small concession was made in 1982 when the maternity grant was made available to mothers of all ages. The report's author, Dr Anne-Marie Coyne, says this may signal the first

step down a long road". Dr Coyne argues that until the consent is repealed and single-parent benefit is available to the under-16s, social support cannot be implemented and the control of "potentially tragic consequences" is impossible.

Another survey of teenage mothers and their partners by Madeline Simms and Christopher Smith shows that all teenage pregnancies result from ignorance of birth control methods. The survey also revealed that many births were the result of long-term caring relationships.

Schoolgirl mothers. Health Education Council, 78 New Oxford St, London WC1. Free. Teenage mothers and their partners. Madeline Simms and Christopher Smith. HMSO Publications Centre, PO Box 279, London SW9 6DP.



Exams are not everything; with local unemployment so high, life and leisure skills are seen as more and more important.

Barry Hugill analyses HMI's annual report on the state of the education service

Unsuitable schools, unsuitable work

Nearly a third of local education authorities are providing a "less than satisfactory" level of educational provision, according to HM Inspectorate.

In their report the Inspectors conclude that 63 authorities – the same number as last year – are doing a reasonable job. But in 31 others improvement is necessary.

No authority was found to be less than satisfactory in all the main aspects of provision. But a major concern was the lack of teachers with the expertise to teach "a broad and balanced curriculum".

HMI

curriculum for all pupils of all levels of ability.

The only answer is the better deployment of teachers, says the report. In some cases it will be necessary for schools to employ more staff.

The quality of work in schools was affected by poor and unsuitable accommodation in just over one fifth of all lessons seen, say the Inspectors. "Many pupils and teachers are having to work in accommodation which is inappropriate and does not offer a civilized environment".

Teachers were concerned at the lack of adequate books and equipment, the Inspectors found. They conclude that provision of materials was satisfactory in:

● Primary – more than 80 per cent of L.E.A.s

● 11-16s – more than 60 per cent of L.E.A.s

● 16-19s – more than 75 per cent of L.E.A.s

In special schools, provision was judged satisfactory in three quarters of L.E.A.s. It was only in special schools "that the level of provision has not worsened compared with last year".

Lack of adequate books and equipment was not necessarily caused by lack of cash. Often "teachers' inadequate identification of pupils' educational needs and potential", was to blame.

In one third of the schools visited the Inspectors found inadequate INSET provision.

In one school they found that not a single maths teacher had attended any training course for five years. In another, none of the teachers in the French department had taken any further training during their careers.

As in previous years, it was found that parental contributions were very important to schools, with primaries tending to receive more than secondaries. Parents often paid for computers, audio-visual equipment, library and reference books, PE and games equipment, mini-buses, musical instruments and, increasingly, improvements to school buildings.

The Inspectors conclude that further and higher education has better provision than schools. "But non-advanced further education are not so well provided for, particularly if they are to meet new and changing demands and make any transfer of resources to the schools sector a realistic proposition."



Mending textbooks: A quarter of schools suffered from shortages of equipment.

Poor teaching more critical than cash

Providing more money will not solve all of the problems facing schools, says the report.

In only just over one in ten of schools was inadequate capital the major problem.

More serious was poor teaching, which was often caused by bad management, according to Inspectors.

In over a quarter of the schools visited poor leadership and management at one or more level were adversely affecting the quality of education", says the report.

A poor match between teachers' initial qualifications and experience and what they were asked to teach adversely affected the quality of work in some lessons seen by the Inspectors. Better preparation of lessons was considered necessary in three out of ten of the schools visited.

In over one third of the primary and secondary schools, and in three-fifths

of the special schools visited, the teachers were judged to require more time for the planning and preparation of lessons.

In 337 schools (one in 20 of the total visited) improvement in the morale of teachers was judged to be necessary if the quality of education was to improve.

"This represents a higher proportion than in previous years", says the report.

HMI concluded that there was a marked need for:

● Improved leadership from heads and L.E.A.s;

● In-service training better matched to the identified needs of teachers, schools and colleges; and

● Much clearer perception by teachers of pupils' potential and needs and a better match of pupils' ages, aptitudes and abilities.

What the Inspectors say

"Few involved in providing or providing for education can take much, if any, pride in a national service within which three-tenths of all the lessons seen were unsatisfactory; one-fifth was adversely affected by poor accommodation; a quarter was suffering from shortages of equipment; in three-fifths of the schools where an assessment was possible, the teachers' perceptions of pupils' potential and needs were inadequate; and half the

schools visited needed to widen their range of teaching styles to bring about a better match with what was being taught. If the changes and improvements called for by national policies for education were to be achieved.

"The damaging effects of all this on pupil performance and on the teachers' morale and their ability and willingness to bring about much needed change are showing themselves clearly."

Lost lessons

The Inspectors visited more schools this year than last but they saw fewer lessons – an obvious consequence of the teachers' dispute.

They also found that in many schools there was reduction in, or complete disappearance of, curriculum planning and development, staff meetings, INSET, extra-curricular activities, contact with parents and report writing.

Full report

During the autumn term of 1985, 1,648 maintained schools and a total of 11,961 classes were visited.

Report by HMI on the Effects of Local Authority Expenditure Policies on Education Provision in England in 1985. Copies available free from the Publications Dispatch Centre, DES, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.

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Nan's brand

Nan Whitbread, the first woman president of NATFHE, the college lecturers' union, found herself, by virtue of office, not sex, serving on a committee devoted to finding new premises for their headquarters.

Hamilton House, which they share with the NUT, is bursting at the seams. The most promising site is owned by the estate but Whitbread's Brewery. As her male colleagues had not thought of it, she was anxious to discover how safe it was for female staff and members to reach nearby public transport after late meetings. The purchase went through. The minute walk to Kings Cross does, all, verge perilously close to one of London's Red Light districts. A hike from a nearby restaurant proved uneventful, she reported.

Labouring on

Max Morris, abrasive ex-president of the NUT, outspoken former headmaster and member of county committees, has just ended a short spell in public office. Despite a massive swing to Labour in the next local government elections, he was one of three Labour councillors to lose his seat in the White Hart Lane ward, Haringey, which he won in a by-election 18 months ago. Broadwater Farm Estate, scene of last year's riots, borders on his constituency and the Conservatives played up the "Bernie Grant factor", claimed Labour.

Mr Morris still has plenty to do. He is the chairman of the London Regional Examining Board and on the executive of the Socialist Educational Association. But this week he was getting away in all in the South of France.

Keeping Faith

Pindar School in Scarborough is maintaining a dignified, if stony, silence in the face of last Friday's publicity caused by 18-year-old Faith Blandires.

She, you recall, wrote in her school newspaper of what Mr Chris Patten might describe as "yobish behaviour" by delegates at the annual conference of the NAS/UWT. From her own experience during her holiday job at waitresses, she described how teachers "pushed and shoved, jeered their guests". Sir Keith Joseph, on his arrival, left the place in a mess and not one tip of a week.

Faith's mother, Ruth, was more forthcoming. Yes, her daughter does have journalistic ambitions at the moment.

The local branch of the NAS/UWT are even more vociferous, not to say hopping mad. They are demanding an apology. A resigned and weary Nigel de Gruchy, the union's deputy general secretary, said: "This is a case of a mole-hill being turned into a mountain of fabrication with the unsolicited help of some sections of the press."

Courting couples

Where California leads the rest follow, they say.

Stephanie Salgado and Marie Hawkins were disappointed when their boyfriends couldn't afford to escort them to the annual high school prom in Monterey, last week. The girls were couples only, so Ms Hawkins told the student council she was prepared to go in a tuxedo. Not good enough, a couple meant one of each sex, the council decided.

Undaunted, the two went to court where a judge duly agreed that their civil rights had been violated. Surrounded by the media, the triumphant couple set off for the ball, clutching their court order, but, alas, not their ticket.

Acronyms

After the elections the new ILEA this week began by deciding upon its leadership and faced its first policy challenge

Black barrister named as ILEA deputy leader

by Geraldine Hackett

The new deputy leader of the Inner London Education Authority is to be Mr Bernard Wiltshire, a black barrister who began his own schooling at Hackney Downs.

He has no former experience of local government and his selection by the Labour group is seen as part of the ILEA's commitment to promoting black representation.

Mr Wiltshire says his selection is part of the ILEA's policy of "taking heed of new voices and new social forces in society".

He is active in education in Hackney and is the founder of the country's first black supplementary school. The Kwame Nkrumah School was set up in 1971 and provides extra tuition for Afro-Caribbean children on Saturdays.

At Hackney Downs he is vice-chairman of the school governors and he is also chairman of the black governors' collective.

While serving on the ILEA he intends to advance the authority's

anti-racism and anti-sexist initiatives. "I believe racism is a central factor in the underachievement of certain groups and I see combatting racist structures and racism as a priority," he said.

His own view is that the ILEA should aim to improve the quality of its comprehensive schools and to ensure there is equality in its schools.

"Today we have had comprehensive schools for 15 years and we must look again at them to improve and upgrade them," he said.

Mr Wiltshire has been a practising barrister for two years with chambers in Lincoln's Inn. He has also taught in schools and colleges.

"I've come to the ILEA from being a community activist in schools," he said.

The recent elections have brought nine black members onto the ILEA. The chair of the equal opportunities subcommittee, Ms Lorna Boreland, is also black, as is the vice-chair of the further and higher education subcom-

mittee, Mr Paul Flather and the vice-chair of the staff committee, Ms Hilary Barnard and Ms Irma Critchlow.

A new subcommittee, the general purposes subcommittee, which is to be chaired by Mr Stephen Benn, has two black vice-chairmen, Mr Lloyd Trott and Mr Lincoln Crawford. The chief whip and the chair of the authority are women, Ms Lesley Hammond and Ms Dot Bigwood, respectively.

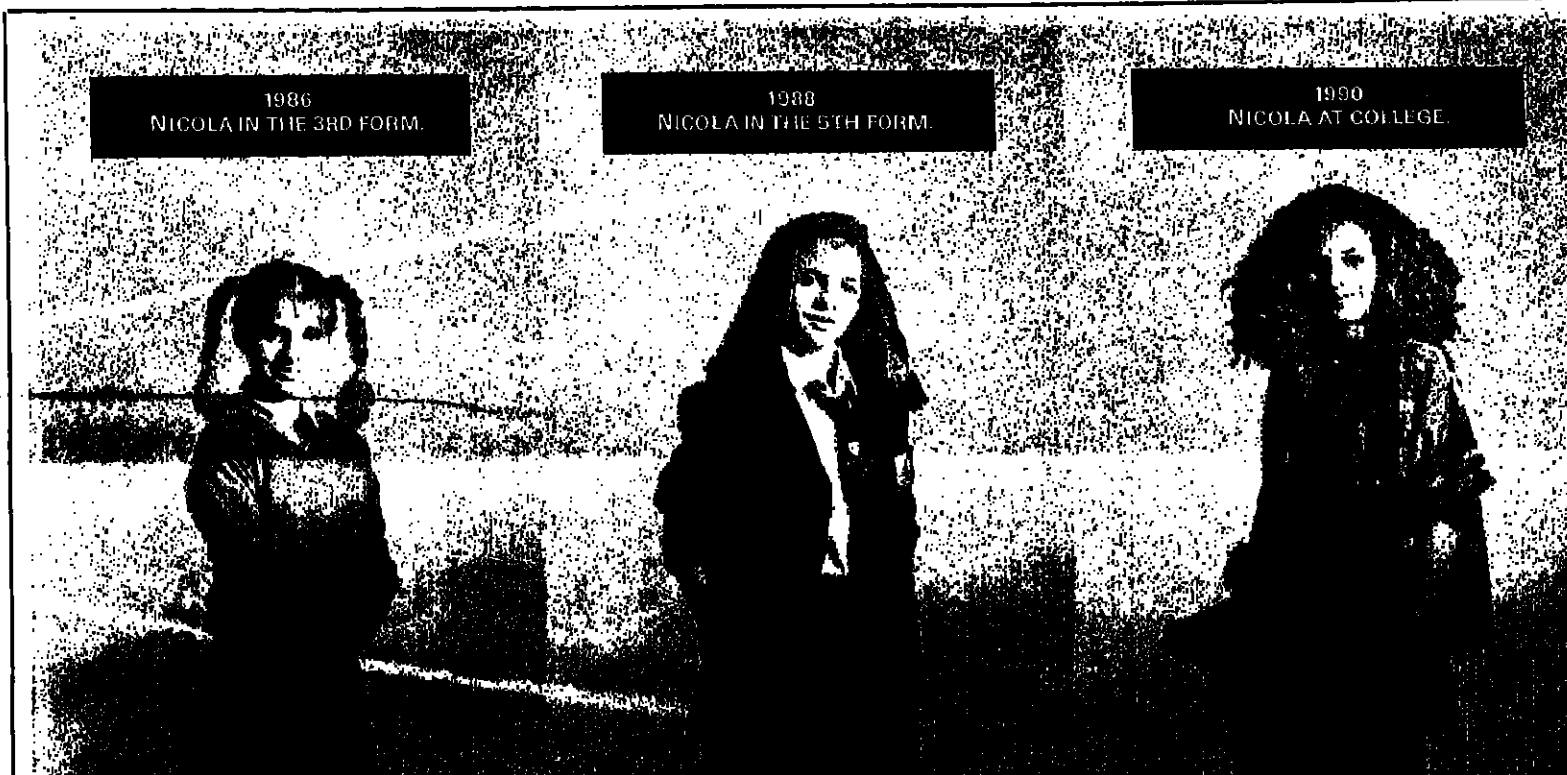
There are stalwarts on ILEA, too. Mr Steve Bundred retains the chair of the finance subcommittee; Mr Barrie Stead of the schools subcommittee and Mr Neil Fletcher of the further and higher education subcommittee.

The new Labour group on the ILEA – 45 out of 58 – will meet in early September to draw up their strategy for the next four years.

In her formal presentation of her team to the press this week, ILEA leader, Mrs Frances Morell, said the Labour group had no plans for conflict with the Government.



Bernard Wiltshire... new voices and new forces.



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Dinner ladies want teachers excluded from lunch supervision

by James Meikle

School dinner ladies have accused teachers of putting the school meals service at risk during their 15 months of industrial action.

They want national agreements and proper funding of lunchtime supervision arrangements which can succeed without any involvement of teachers. Speakers at the annual conference of the National Union of Public Employees labelled teachers "parasites" and told them to "get stuffed".

Evidence of the strained relations in some parts of the country between ancillary staff and teachers was revealed during debates on school meals, held by the local government section of NUPE on Tuesday.

The dinner ladies, already worried that the declining number of pupils taking meals is leading to cuts in hours and jobs, say the withdrawal of lunchtime supervision by teachers during the long dispute dealt another body blow to the service.

They say they can now do the job without the teachers, providing they get appropriate training and money. They are also annoyed by suggestions from heads that discipline will be a problem if no teachers are voluntarily involved in schemes now being negotiated at local level.

Mid-day supervision will be high on the agenda at the National Association of Head Teachers conference in Cardiff next week, and there will be renewed calls for changing the organization of the school day which could lead to more drastic cuts in the meals service.

Mrs Lil Stevens, NUPE's Birmingham school meals secretary, summed up the attitude of many dinner ladies to the teachers: "When it suits teachers they use us as a weapon to strike. For so long they have used us to fight their battles."

"It is now time to tell heads and teacher unions to get stuffed and start protecting NUPE members and NUPE jobs."

She said: "Many teachers draw a free meal out of our budget and do little in return."

But some delegates and officials tried to defuse the attack on the teachers, pointing out that many teachers were having nothing to do with attempts to involve them in new local schemes. Eight hundred new jobs have been created through an agreement with the Inner London Education Authority.

Mr Alistair Macrae, national officer, said outside the conference: "We see no reason whatsoever why any teacher should be employed in this field. Our teachers are too important as teachers."

"I don't see why this nation should waste money on making them the highest paid childminders at lunchtime in any country in the world."

NUPE members see other job threats coming from privatization, use of cook/chill arrangements, and the move towards a continental school day.

They also repeated warnings that 500,000 children could lose entitlement to free meals under the Government's social security review.

Bucks set to abolish school meals service

Buckinghamshire looks set to become the third local education authority to abolish its school meals service, putting at risk the jobs of 1,500 employees.

Members of the council's schools sub-committee are to meet on June 3 to consider five options for the future of the service - ranging from using private caterers to raising prices. But the abolition of meals in primary or secondary schools or both is favoured by many of the council's ruling Conservatives.

At 75p, the dinners are already the most expensive school meals in the country and are eaten by a third of Buckinghamshire's 90,000 school children.

The schools sub-committee chairman, Mr Richard Bishbourne, said the service loses nearly £5.5 million a year.

"That is a colossal sum to be spending on a service used by only one in three of our pupils."

"It is more than we spend on the repair and maintenance of primary and secondary school buildings. It is over £1 million more than we expect to spend in a year on books and materials for children in school."

Buckinghamshire employs 1,500 people in its schools meals service. In a letter to trade unions on Monday, Mr Bishbourne said that any redundancies that might be necessary would probably take effect from October. In the meantime, parents and trade union groups are preparing a campaign against abolition.

The National Union of Public Employees meeting in Bournemouth has pledged to fight the Buckinghamshire threat.



Children from Burnham Grammar School in Buckinghamshire went to Downing Street to ask the Prime Minister to intervene and prevent the closure of their school. The local authority wants to close the school because of falling rolls and all the school's 500 pupils have written letters to Mrs Thatcher in protest.

ILEA slaps ban on 'gay couple' book

by Geraldine Hackett

Schools in inner London have been told not to use a controversial book which deals with a girl living with a homosexual couple.

The book, *Jenny lives with Eric and Martin*, has been available from resource centres in the Inner London Education Authority for a number of years, but following a spate of newspaper stories about the book during the recent election campaign, the book has been banned.

The ILEA is setting up a panel, chaired by its chief inspector, to look at material that might be contentious. The Jenny book has been withdrawn on the instructions of the authority's leader, Mrs Frances Morrell, and Dr William Stubbs, the director of education, pending advice from the chief inspector.

The content of the book was looked at after a school head had complained it was "inappropriate".

"As far as I am aware the book is the only one that deals with the particular issue of living in a homosexual family," said Mr David Mallen, director of education for schools. The decision to ban the book was not a result of the newspaper coverage, he said.

The new panel will examine any material that might be considered controversial, not just material that deals with sexual relations, but also material dealing with political issues.

"It's not that we feel we have to go on the defensive, it is more that we are sensitive to criticism," said Mr Mallen. The authority has had only three or four complaints about sex education in schools. The complaints tend to be objections to school regarding homosexuality as normal, he said.

"Our concern is to combat prejudice against young people who are or may feel they are homosexual," he said.

● The new ILEA has promised it will closely examine the curriculum for the changes necessary to "present positive images for people" of differing sexualities.

Mrs Jen Litherland, the new vice-chairman of the equal opportunities sub-committee, says ILEA is committed to teaching that challenges stereotypes.

"A higher proportion of children in our schools do not come from traditional nuclear families compared to other authorities," she said. "We don't believe there is a right or wrong model for relationships."

"The schools decide how such issues will be approached," she added. The problem was that discussion of different types of relationships was perceived as an attack on heterosexuality, while the authority in reality was concerned to deal with problems of prejudice, she said.

Audit chief appraises auditors

by Patricia Rowan

Mr John Banham, who as Controller of the Audit Commission runs one of the Government's more unlovable quangos, has declared himself against the "centralist fallacy" and against a national system of teacher appraisal.

Appraisal, he said this week, was so integral to management of the teaching service that it was much more appropriate to handle it at local or school level.

Last week, the Commission's controversial report on better management of secondary schools committed itself to the belief "that every teacher's performance in adding educational 'value' to pupils should be assessed regularly and that superior performance should be reflected in relative pay levels."

The report recommended that the detail of assessment arrangements should be left to local development and negotiation but, like much of the fine print, this was overshadowed by the more strident message about the cost of teaching empty desks.

On Monday, Mr Banham spelt out

his views on the subject to a seminar on staff appraisal in further and higher education run by the Further Education Staff College.

The Audit Commission, he emphasized, had been transformed by a performance appraisal system that offered £3000 rises to outstanding performers, £2000 to those above standard, an extra £1000 a year for standard, and relegation to the Department of the Environment for below standard auditors.

But can you do it for 500,000 teachers? "No," said Mr Banham, responding to sharp questioning from his audience of DES officials, education officers and polytechnic and college principals, "I don't think you can do it at a national level. Appraisal is crucially dependent on the personalities involved, on local circumstances, culture and conditions."

"You will almost certainly get it wrong if you go for the lowest common denominator. I wouldn't try to do it from London."

"The things that really make a

In brief

Prison cutbacks

About 350 youngsters are sent in Armley high security prison, Leeds, because of the closure of a mad centre, and their chance of receiving any education while detained has been severely curtailed by Government spending cuts. Mr Ted Shaw, the jail's education officer, has told the House of Commons education sub-committee.

College closure

The four-year-old doubt surrounding the future of De La Salle College, Manchester, ended last week when it was ordered by Sir Keith Joseph to wind up all higher education courses by July 1989. He said that with only 11 teacher training students it was not viable, efficient unit.

No expulsions

Bristol University has decided not to expel any students as a result of demonstrations against history professor John Vincent, a political columnist in *The Sun*. But two students will have their degrees withheld for six months. One will be suspended for a year further disciplinary offences. One student was fined £90 and the others required to undertake 60 hrs of community service work. One of seven was also ordered to pay compensation for damage caused.

Co-ed reversal

A controversial reorganization proposal by Labour members in Avon, to retain single-sex classes within a coeducational school has been pushed aside in favour of a decision to retain all the existing schools in the south Bristol area.

Spelling aid

Children can improve their spelling by listening to tapes of their voices, say Dr Colin Lane, head of a special unit for the deaf at Hugh Sexey school, Blackford, Somerset. His trials with blind spellers from Somerset schools demonstrated they improved after hearing themselves.

FE cash Bill

A Bill to empower the Government to force local authorities to make up any shortfall on their contribution to the pool of money which funds advanced further education was published last week. It follows a High Court judgment last summer which allowed the Inner London Education Authority to keep windfall funds arising from the way the rate support grant and the advanced further education pool were calculated.

As Mrs Thatcher prepared to announce her new Education Secretary, there was no shortage of advice for him both from inside the Conservative Party and outside. Richard Garner and Barry Hugill report.

Change: new policy

A Conservative pressure group has urged the Government to change course on its education policies.

The Tory Reform Group argues in a pamphlet published on Tuesday against vouchers and for raising teachers' pay.

The document, written by Mr Tony Baldry, MP for Banbury, says the answer to inadequate state education "is not to make escape from poor schools easier for those who can best play the system but to improve our schools so that parents do not want to escape from it in the first place".

It continues: "Education vouchers will not provide an acceptable solution. The Conservative Party, as the Party of One Nation, must do more than seek to improve the mechanics of middle-class parents' choice of schools. It must seek to improve all schools."

On salaries, the pamphlet argues:

Change: new face

Contenders fire final rounds

Dr Rhodes Boyson, the former Education Minister and the leading candidate from the Tory right for Sir Keith Joseph's job, last week showed he had not given up hope of the succession.

The Minister of State for Northern Ireland, speaking to the Freedom Association, made a thinly-veiled attack on another contender for the job, junior minister Chris Patten, and denounced attempts to increase central control of the curriculum.

Mr Kenneth Clarke, the Paymaster-General, also made a speech about education - unusual for a Cabinet minister. He told East Midlands Conservatives that the Government must do all in its power to raise standards in schools.

Central funding for education was rejected this week by Mr Kenneth Baker, the Environment Secretary and a further candidate for Sir Keith's job. "A central takeover of spending on education is a feasible option," he told the Association of Metropolitan Authorities. "We have turned our backs on it because, at the end of the day, we prefer to make local government work."

"That means looking for a local finance package which brings together more clearly those who use, vote for and pay for local services."

Conservative backbenchers and former teacher, Mr Robert Key said on Tuesday that the first job of the new Secretary of State would be to find out why so many talented teachers were leaving the profession.

Last year, nearly 26,000 teachers quit - including 2,500 heads and deputies. Over the past 10 years, the number of heads leaving prematurely had trebled, the number of deputies had doubled and the number of senior teachers had gone up by a factor of five. Only the leaving rates for Scales 1 and 2 remained the same, said Mr Key, the MP for Salisbury.

"The loss of our best and most experienced teachers is tragic," he added.

Mr Giles Radice, Labour's education spokesman, has offered Mrs Thatcher advice on what to look for when choosing Sir Keith's successor. She must go for someone who can repair the damage caused by Sir Keith, he says in a letter to the Prime Minister. Less helpfully, he concludes that she will find it impossible to find a Conservative "capable of measuring up to what is needed".

Back pay victory

Teachers in Liverpool have been given hundreds of pounds each in back pay for 1985 - after threatening strike and legal action over delays.

The city council originally planned to give the money in two instalments, at the end of the month and in June. But all the money has now been paid.

The 1985 pay award was agreed by the Burnham pay negotiating committee at the beginning of March but the authority blamed administrative problems and a dispute in the city treasurer's department for the late payment.

The National Union of Teachers threatened to stage a one-day strike in several schools, and members planned to stop using their own transport between split-site secondary schools.

The National Association of Head Teachers warned of possible court action.

The council says its administrative problems have been resolved.

Details of this month's Burnham agreement - for £520 or 5.5 per cent, which ever is larger, backdated to April 1 - have been circulated to local authorities.



Tony Baldry: parental choice



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PRIMARY

NEWS

James Meikle finds the incoming president of the National Association of Head Teachers eager to put primary education in the forefront of public discussion

Why a good start to schooling is crucial for some children

Jan Lecke will be flying the flag for primary education as she begins her year as president of the National Association of Head Teachers.

A teacher in Birmingham for 40 years - and a head for 24 - she is the first primary teacher to hold the top post in the NAHT for five years.

"We are very much undervalued," she says, summing up sentiments that are getting increasingly voiced as political debate on standards centres on the secondary sector.

"Primary education is the start, and I also want to see a growth in nursery provision. It is absolutely essential for many of our children, who because of home circumstances and social circumstances are really having a miserable time of it and have a very poor start to education," adds Ms Lecke the NAHT's first woman president since 1974.

"Pupil-teacher ratios are appalling. They are far too high. While primary teachers are totally committed to the classroom and have no non-contact time, there is no room for forward thinking, forward planning or, frankly, for any sort of experiment. Teachers are totally ground down."

There are difficulties for women aiming for headships because of attitudes of school authorities, she recognises. "They tend to give headships to women in infants and nursery schools, but they look very hard at women in primary and secondary schools. You really have to prove yourself."



Jan Lecke

But, she adds, Birmingham is a city where promotion largely depends on merit, not sex.

She is also worried that primary schools where women hold a majority in the staffrooms will become increasingly a domain of female teachers.

"Because of the low pay, lack of esteem, low morale, we are getting so few new male colleagues that if we are not very careful, the primary sector is going to be totally female."

There are so many children from one-parent families, and that parent is usually the mother, and they need some contact with men."

Jan Lecke - who will be installed as NAHT president at its conference in Cardiff next week - has been at Four Dwellings junior school in Quinton, Birmingham, her second headship, for 13 years.

"The school does not have a big ethnic mix, but its head is keen to be closely involved in multicultural approaches to the primary curriculum. There are other problems experienced by city schools. 'Parents are very loving and caring but because of unemployment and social conditions, they need a lot of help. You feel you are working in a threesome - parents, social worker and school."

Jan Lecke has built up a reputation as a firm negotiator for NAHT interests and she has been a leading figure in the campaign for a national agreement on midday supervision.

"Headteachers have quite frankly had enough," she says. However, she warns of indiscipline through poor staffing levels being arranged by local authorities.

Even so she is against centralism. "It would absolutely kill education. The joy of the system is that heads and staff have been allowed to organize and run schools so they really cater for the needs of children. Not all children are the same. You have to get the best out of them and you can only do that if you really know the children you are teaching."

Gypsy plan

Lincolnshire education authority plans to provide pre-schooling for children of travellers and gypsies in the county.

A permanent site for travellers has already been established in Gainsborough and parent and toddler sessions are held in the nearby South County Infant School. A report of the success of the Gainsborough Project was made to a recent conference on travellers in the community held in Lincoln.

Nursery move

The Inner London Education Authority plans to extend a nursery school scheme designed to help working parents. Under the scheme, 12 three to five-year-olds have been attending North Islington Nursery School for the past year, starting the day with breakfast at 8.15, and ending, after dinner, at 5.30.

The scheme is for parents with urgent medical, social, or other commitments and because of its success, it is to run for another year.

Conferences

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Trainers oppose specialism

by Hilary Wilce

A leading primary expert has joined the battle to defend general primary teacher training courses against the greater subject specialism now being demanded by the Government.

Mr Henry Pluckrose, the former head of Prior Weston school, in Essex, and now a teacher fellow at Thames Polytechnic, told teacher trainers that the primary teacher needed to be "a specialist in children and a generalist in the classroom."

And he urged them to step up the battle to defend generalist courses by making it into a public and political issue.

The Council for the Accreditation of Teacher Education has laid down that courses must have the equivalent of two years' full-time study of specialist subjects.

"Learning at primary level is not subject-centred," Mr Pluckrose insisted. "What I (as a head) am demanding is not that I be sent a historian who can be put into a class of under-fives or third-year juniors, but that I be sent someone who knows how young children develop, how they learn, and who incidentally has some knowledge of the academic subject called history."

Primary teacher education courses should be about children, child management, what makes children tick.

This demanded a heightened professional skills in training, not a watering down, he told the Undergraduate Primary Teacher Education Conference, meeting in Nottingham earlier this month.

Mr Pluckrose said that laying down criteria allowed the Government to make policy without the bother of dealing with the effect, at grassroots level, on institutions.

"But the desire to pin down, and quantify, is a method inappropriate to dealing with people and their needs." He feared that the time was approaching when primary education would be seen simply as a base for the secondary programme. In such a light, "subject specialism comes to make more sense."

UPTTEC was formed last year by a group of trainers involved in primary IED courses who objected to the specialist bias being introduced by CATE.



Dancers from the Santiniketan school in West Bengal performed traditional Indian spring dances at Berry Pomeroy primary school, near Torquay, during a school exchange

Dust blamed for asthma

by Julia Hagedorn

Anti-asthma inhalers have become essential pieces of classroom equipment for many pupils at Leominster infants school in Herefordshire.

Twenty-five children are suffering such severe attacks that they must take a life-saving suck three times a day - but staff are hoping recent maintenance of a dirty heating system will blow away the outbreak.

Worried headteacher Sheila Holding called in county officials to investigate the problem, and an analyst discovered dust levels "over that which is desirable but not above the minimum permitted in industry."

Following that report, the central heating system - which blows hot air through ceiling ducts - was cleaned two weeks ago and the grime removed last weekend. County environmental health officials discovered "household dirt, insect debris, and carpet and curtain fibres" - a mucky collection which angered Mrs Holding because the seven-year-old system had never been tidied up despite its need for annual attention.

In the last two years, she has suffered several bouts of bronchitis and another staff member, Margaret Ferris, has had frequent absences for illness blamed on the dust.

Former pupils, including one who had to be put on a ventilator to combat asthma attacks, have improved since transferring to the junior school. There have been no complaints from schools with similar central heating systems about unusual outbreaks of respiratory problems.

Rhondda Valley girls on Soviet space exchange

Four girls from a primary school in the Rhondda Valley spent a day in London last week as guests of the Russian Government.

The visit, arranged by Mrs Raisa Gorbachev, wife of the Soviet leader, came about from a project used to fill a slack day at school last February. Few of the fourth year pupils at Dinas primary school in Penycraig had braved the elements that day to get to school, and their teacher, Philip Edwards, admits that he was at a loss over what to do with them.

As the children were in the middle of a topic on space, he suggested they write to agencies dealing with space travel. No one knew where to find out about the Soviet space programme so

the four 10-year-olds, Eliza Hubbard, Melissa Bowers, Sasha Meredith and Emma Clarke, wrote directly to Mr Gorbachev.

The reply, a month later, came as a surprise. The children were to go to the Russian embassy where the ambassador would hand over some books on space travel sent from Russia.

After receiving the books, an album entitled *To the Stars* and four booklets on Economic Uses of Space Travel, the children handed over their gift for Mr Gorbachev - a traditional Welsh loving spoon.

The girls then visited pupils at the Russian school with more gifts - two heraldic plaques and a mirror with pictures of the Rhondda Valley.



Comradeship: Welsh schoolgirls Melissa Bowers (left) and Sasha Meredith (right) are welcomed to the Russian embassy by Sergey Bogdanov (centre)

Diane Spencer looks back on a year in office for the first woman president of NATFHE . . . and forward to its annual conference this weekend

Crisis, drama and a touch of the jet sets

Since the brethren gathered in Plymouth 12 months ago NATFHE has managed to survive a trying year with increased membership.

It was a year which saw protracted pay negotiations, a crisis in Liverpool, an unprecedented special conference on rule changes, broadsides from the Audit Commission and the National Advisory Body and an uneasy truce with the Manpower Services Commission on further education funding.

For Ms Nan Whitbread, its first woman president, this weekend's 10th annual conference in Brighton will be the second of her presidential year. She had the unenviable task of chairing the special conference last December and hopes that the next three days will not be as taxing.

Following the December conference members finally decided to comply with the Government's trade union law and make the minimal changes necessary to the constitution.

"We decided it was better than waiting to be taken to court and letting the lawyers decide our rule book. Anyway I didn't want to see the inside of Holloway," said Ms Whitbread.

So now the 100-strong national council, deemed by NATFHE's lawyers to be the primary executive body, is elected directly by the members, not by an electoral college.

Ms Whitbread had an exciting start to her term of office. After the customary courtesy visit to the annual conference of the National Association of Head Teachers in Scarborough she flew to El Salvador for a teachers' conference.

Then it was back to the mundane world of pay negotiations. Both the president and the officers are pleased with the agreement on automatic progression from Scale 1 to 2 as it has been sought for the past eight years.

Mr Dave Trieman, the union's negotiations officer, said that deal had "changed the bargaining culture significantly". Members now realized that if they had specific objectives and they were well organized they could achieve them, he claimed.

The pay deal also contained a commitment by employers and unions to change the structure and conditions of service. The membership had to be convinced that this did not mean negotiating the silver book (the conditions of service rule book) before they ratified the deal.

The further education service had come under fire from the Audit Commission in the summer which put the union on the defensive yet again. Mr Peter Dawson, NATFHE general secretary, believes that a lot of criticism was based on a misunderstanding



Nan Whitbread: exciting start of the system.

"Remission, for example, a most unfortunate term, they thought was an evil with Calvinistic overtones. Then they said lecturers should spend more time for re-training, marketing and keeping in touch with industry. That's what remission is used for."

No sooner had the non-advanced storm blown over than the NAB clouds began to gather over the polytechnics and teacher training departments. Ms Whitbread thought it ironic that at the start of Industry Year, student places should come under threat thus preventing education from servicing industry.

That struggle is still going on, as is the one with the MSC over the White Paper, *Training for Jobs*. But NATFHE is reasonably pleased with the

progress of negotiations with the local authority associations, the unions and the MSC.

The main "little local difficulty" during the past 12 months was the fight to keep members' jobs and pay in Liverpool during the rate-capping crisis. Mr Dawson recalls spending most of November in talks with Mr Derek Hatton, deputy leader of Liverpool City Council.

Over the next two days the 400 delegates will have to decide on whether to change the union's rules to allow for a political fund. This could be a controversial debate as it is seen by some members as necessary to comply with the Government's trade union laws. NATFHE could be taken to court if, say, it issued leaflets for an anti-government campaign on an educational issue.

But some members might vote against this change because they will suspect that this is a move towards an affiliation to the Labour Party.

Another controversial motion is likely to be one calling for a separate department, or an officer responsible for equal opportunities in NATFHE headquarters.

Ms Whitbread and the officers oppose this as they fear it would lead to "ghettoising" of responsibilities. But they agree that the union should devote more resources to equal opportunities.

By the next annual conference, NATFHE should have moved from the bosom of the NUT at Hamilton House into new offices about half a mile away, close to the Council for National Academic Awards in Gray's Inn Road near King's Cross. For the first time, the National Council will meet for an hour after the end of the conference to decide whether to give the go-ahead for the purchase.

That meeting will be chaired by the incoming president Mr Ken Childerhouse. As Ms Whitbread remarked wistfully: "Very few things started in a presidential year get finished."

Kiev trips cancelled

Some teachers are changing their holiday plans in the wake of the Tripoli bombing and the Russian nuclear disaster.

About 20 bookings for a half-term trip next week to Kiev, the Soviet city near the stricken Chernobyl plant, have been cancelled, according to Mr Harold Davies, manager of the Professional and Educational Travel Association Limited (PETAL).

"People don't want to go to Tunisia, the extremes of Italy, places like that. People are very wary," said Mr Davies.

The travel company, owned by *The Teacher*, the National Union of Teachers' newspaper, is feeling the effects of world events just when recent pay deals may have encouraged more teachers to get away from it all this summer.

Mr Davies's business was unlikely to be better than last year's 20,000 bookings - "although we are booking quite a lot of people for October, so I am hoping things are going to pick up".

A number of people had altered their destinations. Moscow, Leningrad, Yugoslavia and Austria were still firmly on teachers' holiday plans.

America would be among the best bargains for the long summer holidays because of the improving exchange rate and airlines were fighting for custom. Spain was another popular destination.

Gould memorial

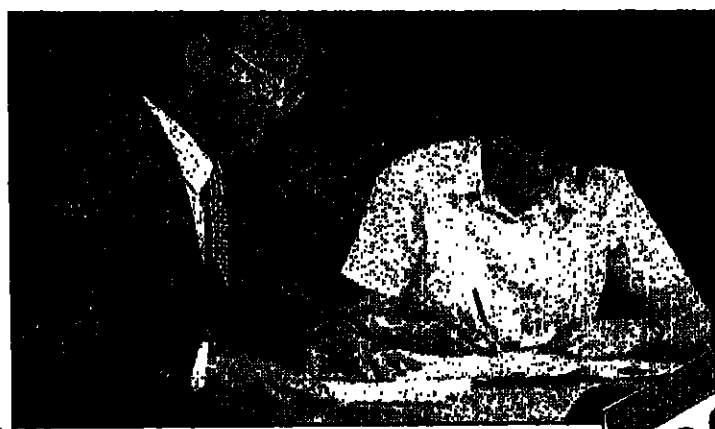
The National Union of Teachers is holding a memorial service for former general secretary Sir Ronald Gould who died last month. The service at the Wesley Chapel in City Road, London, on Thursday June 26 will be limited to ticket holders because of the size of the expected attendance. Applications should be made to the NUT at Hamilton House, Mableton Place, London WC1V 9BS.

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NEWS



Choir schools... roots are deep and healthy

Bert Lodge reports from the Choir Schools Association's annual conference in Cambridge

Remove blinkers, Labour urged

The Labour Party had been dismissive and blinkered in its attitude towards choir schools, Mr Gerald Peacocke, head of King's College School, Cambridge, and association chairman told its annual conference.

His comments were a reaction to Labour's recently published plans for education which contained a clear intention to scrap fee-paying schools. Mr Peacocke said: "I ask the Labour Party to raise its head from the sands of dogma to the clear air of religious, musical, educational values and human practicalities and to examine with us the implications for choir schools of its policy towards fee-paying independent schools."

Labour had not been careful enough in making its policy. For example, what would be the position of schools such as Wells Cathedral School and St Mary's Music School, Edinburgh with approved specialist music schemes? And what would happen to voluntary aided schools like King's at Peterborough and The Minster at Southwell? "The choir schools' roots lie deep, their plants are fine and healthy, it is really Mr Radice's wish to abuse his name by uprooting us all," said Mr Peacocke.

Alliance fails to reassure heads

Choir school heads failed to be reassured that they would not suffer under a future Alliance government. The conference had received a pledge by Mrs Shirley Williams, the Social Democratic Party president, that the Alliance would not abolish independent schools.

But she restated her party's intention to review their charitable status. Only two of the 38 choir schools are not independent.

"There should be a withdrawal of charitable status from schools doing nothing which could be described as charitable," said Mrs Williams, a former Education Secretary.

Mr Christopher Martin, head of Bristol Cathedral School, asked if choir schools qualified as charitable. Mrs Williams replied that charitable status would be a legal matter to be decided by the Charity Commissioners.

She also dashed hopes that the Assisted Places Scheme might be extended to include choristers below the age of 11. Mrs Williams reiterated the Alliance's opposition to the scheme. It took academic pupils out of the maintained sector, she said, and this had a

serious effect later in authorities trying to establish sixth forms.

"The impact of the schemes at 16 is three or four times what it was at 11." Also the scheme did not meet Alliance requirements as to what was charitable, she added.

But she did offer some comfort to heads foreseeing harder times under an Alliance government. She reminded them it was her party's policy to introduce rate relief, to remove employees' contributions to the National Health Service, and to reduce those of employers. This would lighten the burden on schools of removing charitable status.

Mrs Williams called for more bridges between the independent and the maintained sector. The provision of boarding need was one area where independent schools could offer useful help.

Another was in providing for shortage subjects. Classics had disappeared from all but a handful of schools in inner London. In some authorities, no language other than French was offered and no single science subject was taught.

Richard Garner sifts through a new set of statistics which reveal the high and low spenders of the education world

Massive disparity in l.e.a. spending

Some local education authorities are spending twice as much per pupil as others, according to figures just released by the Chartered Institute of Public Finance and Accountancy.

The biggest spender in both the primary and secondary sector in 1984-85 was the Inner London Education Authority, which invested £1,298 in each primary school child and £2,022 on secondary school pupils.

The lowest spenders were West Sussex, which allocated only £664 for each primary child, and, surprisingly, Labour-controlled Kirkcaldy, which spent just £982 on each secondary pupil.

The figures confirm that the metropolitan districts suffer the worst deprivation (27 per cent of metropolitan district children outside London qualified for free school meals compared with 13.2 per cent in the shire counties).

They also had the poorer examination records (12.8 per cent of pupils had no graded results on leaving school, compared with 8.5 per cent in the shire counties) but spent the most on education services (£793 per primary child compared with £729 in the shires).

In terms of examination results, Harrow - the education authority, not the independent school - had the best record (57.3 per cent of pupils gaining five or more OCE O level grades A-C or CSE grade 1). Second was Barnet with 36.5. At the other end of the scale were Newham, with 11.7, and Barking and Dagenham, with 11.8.

Mild Glamorgan, however, has the highest percentage to leave school with no graded results - 29.4 per cent - followed by Newham, with 24.7 per cent. The lowest percentage, 4.6, was recorded by Solihull. Next lowest was West Sussex, with 4.7 per cent.

Knowledge, near Liverpool, had the highest proportion of children receiving free school meals with 45 per cent and Manchester's figure was only marginally lower (44.6 per cent). The lowest figures were for Surrey, with 5.2 per cent, and Sutton in outer London, with 5.7 per cent.

The analysis of l.e.a. spending revealed that Haringey was the biggest spender after ILEA in both the primary and secondary categories - with £1,158 and £1,699 respectively. The lowest spender on primary education after West Sussex was Somerset (£666). The only l.e.a. apart from Kirkcaldy to spend less than £1,000 on each secondary child was Wakefield.

Local Government Comparable Statistics 1986 is published by CIPFA and available from 3 Robert Street, London WC2N 6BH (price £25).

ILEA spends twice as much per pupil as some other authorities.

Primary		Secondary		School leavers	
Cost	Per pupil	Cost	Per pupil	With no results	With 5 or more higher graded passes
ILEA	1298	2022	20.9	14.8	38.5
Outer London Boroughs					
Barking & Dagenham	874	1289	17.9	11.8	14.9
Barnet	997	1311	8.4	36.5	10.1
Bexley	770	1107	8.0	26.4	8.2
Brent	1072	1636	14.2	17.3	17.9
Bromley	793	1193	8.5	30.3	7.3
Croydon	800	1289	10.2	26.7	8.0
Ealing	998	1370	10.8	20.1	17.6
Enfield	739	1181	10.8	22.2	8.5
Haringey	1158	1699	20.9	15.0	22.1
Harrow	869	1365	5.9	37.3	7.3
Havering	784	1264	6.0	26.8	7.1
Hillingdon	847	1314	9.3	22.3	8.0
Hounslow	904	1209	14.1	21.9	12.9
Kingston-upon-Thames	809	1192	7.8	33.7	7.3
Merton	795	1078	13.5	26.0	8.7
Newham	1148	1519	24.7	11.7	18.5
Redbridge	772	1210	9.4	26.8	8.7
Richmond-upon-Thames	851	1159	13.2	23.9	8.4
Sutton	732	1091	7.5	34.6	5.2
Waltham Forest	927	1492	15.3	18.1	17.6
Metropolitan Districts					
Greater Manchester					
Bolton	689	1083	9.8	24.8	22.7
Bury	718	1157	9.8	25.6	16.2
Manchester	847	1203	20.3	18.6	44.8
Oldham	847	1016	16.9	16.5	26.1
Rochdale	752	1157	16.5	18.6	28.7
Salford	789	1136	14.2	19.2	31.4
Stockport	713	1090	7.8	27.8	18.1
Tameside	771	1080	11.7	21.3	23.8
Trafford	720	1064	8.1	27.1	14.8
Wigan	733	1128	10.1	24.0	20.8
Merseyside					
Knowsley	824	1278	21.1	13.5	46.0
Liverpool	884	1238	16.7	18.7	36.5
St Helens	727	1082	12.4	23.7	21.8
Sefton	695	1065	10.9	18.9	28.9
Wirral	695	1084	8.4	28.0	29.2
South Yorkshire					
Barnsley	858	1100	15.1	14.8	35.9
Doncaster	816	1088	10.3	17.0	33.1
Rotherham	789	1023	10.0	19.2	28.0
Sheffield	967	1253	10.8	20.7	22.1
Tyne and Wear					
Gateshead	859	1108	15.1	19.1	29.7
Newcastle-upon-Tyne	937	1292	12.0	20.3	35.4
North Tyneside	836	1198	7.8	23.5	26.1
South Tyneside	843	1193	9.6	18.9	29.8
Sunderland	750	1075	9.8	18.1	33.8
West Midlands					
Birmingham	703	1071	14.5	19.5	32.1
Coventry	824	1203	11.1	21.2	28.7
Dudley	899	1037	10.8	23.4	15.7
Sandwell	827	1165	16.9	13.1	25.8
Solihull	713	1045	4.8	28.0	12.0
Walsall	798	1139	14.1	19.1	24.9
Wolverhampton	872	1160	15.8	17.3	23.1
West Yorkshire					
Bradford	809	1162	16.0	19.0	31.8
Calderdale	753	1017	11.5	20.8	23.3
Kirkstall	743	987	10.8	23.8	28.0
Leeds	752	1012	10.4	22.3	22.7
Wakefield	812	999	14.1	15.6	30.6
Non-Metropolitan Counties - England					
Avon	758	1143	7.6	24.9	18.2
Bedfordshire	784	1014	7.8	22.8	11.7
Berkshire	741	1095	5.4	25.8	6.0
Buckinghamshire	730	1193	4.8	33.2	8.2
Cambridgeshire	706	1040	8.8	28.7	12.1
Cheshire	729	1046	8.7	25.7	15.1
Cornwall	696	1098	10.9	23.7	29.7
Cumbria	684	1033	8.5	24.2	11.2
Derbyshire	713	1035	8.6	25.3	19.6
Devon	744	1070	8.7	22.3	18.7
Dorset	684	1055	7.8	23.3	13.3
Durham	716	1081	6.1	27.2	7.2
East Sussex	776	1058	12.5	19.8	27.7
Essex	708	1044	8.5	27.2	12.0
Gloucestershire	703	1081	8.9	24.9	9.3
Hampshire	706	1072	7.3	28.4	9.7
Hereford & Worcester	694	1035	6.1	26.5	9.7
Hertfordshire	692	1003	11.0	24.2	11.2
Humberside	740	1136	8.2	31.0	8.9
Isle of Wight	834	1085	12.8	21.1	18.9
Kent	731	1083	9.2	19.5	13.3
Lancashire	671	1024	8.3	26.8	10.1
Leicestershire	692	1086	11.7	22.6	21.9
Lincolnshire	786	1133	10.4	22.7	14.7
Lincolnshire	683	1054	6.2	22.9	7.7
Norfolk	735	1096	10.4	20.7	11.5
Northamptonshire	707	1086	6.8	20.3	13.2
Northumberland	741	1059	6.8	26.7	11.7
North Yorkshire	740	1116	7.0	31.0	11.9
Nottinghamshire	605	1181	9.4	19.8	20.9
Oxfordshire	786	1121	6.8	27.2	7.9
Shropshire	739	1122	6.8	25.2	16.1
Somerset	686	1084	8.7	21.6	12.1
Staffordshire	780	1076	12.9	21.3	13.1
Suffolk	757	1023	9.3	21.6	8.1
Surrey	713	1113	5.9	33.3	6.2
Warwickshire	728	1081	27.9	27.3	10.6
West Sussex	684	1016	4.7	31.2	6.8
Wiltshire	716	1044	6.7	25.0	10.1
Wales					
Clwyd	780	1096	8.2	23.8	15.1
Dyfed	830	1111	14.3	31.9	15.6
Gwent	771	1178	17.5	23.3	18.7
Gwynedd	798	1119	16.7	23.1	18.7
Iddon Glamorgan	637	1101	28.4	24.9	25.9
Powys	889	1259	6.8	23.8	13.2
South Glamorgan	723	1064	18.3	26.9	18.2
West Glamorgan	812	1230	19.0	28.1	21.8
Isle of Solihull	1144	1777		33.3	

Two more years to training's day of reckoning

The Manpower Services Commission is about to embark on a comprehensive study of the funding of vocational education and training which could lead to compulsory contributions from employers towards its cost. But the Commission's recommendations will not be ready in time to require a decision before the General Election.

The Commission announced last September that it had obtained the Government's assent to a funding inquiry, which was expected to take up to two years. A succession of devastating reports on the inadequacy of the present voluntary system of industrial training had apparently persuaded ministers to abandon their opposition to any exploration of statutory arrangements.

But, in marked contrast with the "get-up-and-go" style in which the Commission has tackled other controversial projects (such as the TVEI, the two-year YTS, and the reform of vocational qualifications) it has taken

eight months for officials to prepare outline proposals for the study.

As a result, the report is due to be completed in April 1988, only a few months before the life of the present parliament is due to expire.

As MSC spokesman said this week that there had been "some slippage" over the winter because of the need for careful consultation with many interested parties. The "plan of work" put forward by the Commission's Adult Training Strategy Branch last week, however, shows little evidence of conclusions based on extensive consultation.

It confines itself to describing the research necessary to establish the present pattern of funding and its effectiveness. And it makes it plain that no decisions have yet been taken as to who will carry out the research and how.

The branch insists that before any recommendations can be reached a wide range of information is needed.

Shipbuilders seek deal on apprentices

British Shipbuilders, the fragment of the industry which still remains in public hands, is trying to negotiate a new-style apprenticeship system with its unions.

It provides for school leavers to be recruited under the Youth Training Scheme, but to receive apprentice pay and a flexible modular training.

The negotiations are against the background of the announcement of the closure of three of the company's remaining yards, one in Scotland and the others in the North-East. In all, about 100 apprentices are employed in the doomed yards, but Mr Hugh Green, BS personnel director, says that they will be able to complete their training.

"Our policy is to ensure that apprentices either train in other yards, or if necessary are placed with other employers," he said.

British Shipbuilders' training network has undergone dramatic changes in the past few years. Last year it planned to dissolve the big training subsidiary it had established, which had taken on outside work - including foreign training contracts - to replace declining demand from the yards.

But the training company, registered as a charity, insisted on continuing as an independent body, and BS has had to set up a new training subsidiary company for its own needs. It hopes to take on well over 100 trainees this year if the new arrangements are agreed.

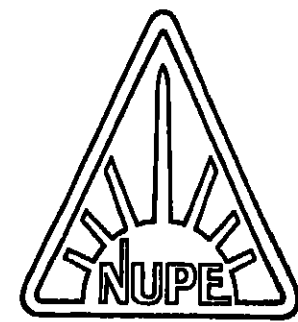
A number of other events of interest to schools have also been announced recently, including a residential seminar at the University of Manchester Institute of Science and Technology for first-year sixth-formers considering a career in paper science. Paper science students are currently enjoying very good employment prospects either in paper technology or in other scientific fields. The seminar runs from June 25 to 27 and will include lectures, practical lessons, and visits. Costs, except travel to and from Manchester, will be paid by the university.

Open days will also be held at Homerton College, Cambridge, on Saturday, June 21 (for those interested in primary and secondary teaching), Strirling University on September 12, and Glasgow University on September 17.

Durham University has also produced a leaflet describing the services offered to deaf and partially hearing students. Details from Mr B C Davies, Pelaw House, School of Education, University of Durham DH1 1TA.

Brian Heap

SCHOOL TO WORK



Manual staff reject call to leave YTS

by James Melkie

An attempt to pull public service manual workers out of the Youth Training Scheme was defeated at the annual conference of the National Union of Public Employees this week. But the scheme faces a much more serious challenge when NALGO, the local government administrators' union, meets next month.

The NUPE delegates at Bournemouth on Sunday voted against a proposal that the union should boycott the YTS and instead help set up an alternative, trade union-run scheme. A significant minority of the 780 delegates representing 687,000 workers were in favour of the plan.

Mr Alastair Macrae, NUPE's national secretary, said afterwards: "We have a responsibility not only to our members but to the young people involved. If trade unions opted out, the schemes would still go ahead, which would simply mean that these people would not have the involvement and protection trade unions can give."

But he added: "There is clearly an attempt by the Government to stop public sector employers being involved in two-year YTS through financial restrictions on local authorities."

Mr Macrae said local authorities had provided some of the most beneficial one-year YTS schemes, from which many young people had found a permanent job.

The union was prepared to support schemes which had a big element of training - "We don't want people being employed for a year just to sweep up leaves" - provided they did not take jobs that might otherwise be open to permanent full-time or part-time workers.

Mr Macrae said prospects were bleak if the public sector did not play a big part in YTS. The Government seemed to think that keeping youth pay down would automatically keep other wages down and that would automatically lead to more jobs being created. It was an analysis with which the NUPE could not agree.

● Damaging as NUPE boycott would have been to the YTS, a decision to withdraw by NALGO would be disastrous, Mark Jackson writes. It has about 5,000 YTS supervisors in its ranks, and, more important, most of the officials who administer local authority projects.

As many as a third of the union's branches oppose YTS but the leadership has in the past deflected attempts to persuade the annual conference to vote for withdrawal by suggesting less drastic sanctions. Three years ago, the conference called on branches to refuse to co-operate in YTS schemes unless trainees were paid on rates. Having followed, with some branches burning schemes which did not meet the criterion while others ignored it and only a few succeeded in securing full pay for their local trainees.

The failure of the policy enabled NALGO's leaders to persuade the following year's conference to reduce the criterion for approval to a modest and imprecise requirement that there should be significant topping-up of the trainee allowance. But the advent of the two-year YTS, which many council officers believe is underfunded and biased against the public services, has re-awakened militant opposition to the scheme. It is strengthened by the fear that underfunding will mean heavy workloads for staff as well as inferior training for the youngsters.

Mum's the career word for leavers

by Carmel McQuaid

Careers teachers play a negligible role in pupils' choice of profession or A level subjects, two studies by the Department of Education at Queen's University, Belfast, have shown.

The researchers who interviewed 55 women lawyers, doctors, accountants, engineers and teachers for one of the studies found that careers teachers had given them little encouragement and had intimidated that such occupations called for "special" ability, personality and aptitude.

Rarely had the suggestion to consider non-traditional fields been made by the school. Women doctors tended to decide on their careers during childhood as a result of personal experience, such as a long period in hospital.

Teachers, likewise, referred to the strong impression made on them by their own teachers, who set an example they wanted to follow. Many lawyers had come from families with a legal tradition, and felt the decision had been made for them. Engineers and accountants tended to have dithered until the last minute before choosing their professional path simply because it promised the best prospects given their chosen subjects.

Interviewees in each of the occupational groups recalled that the schools had promoted jobs considered "nice for a girl".

"They had first of all to select a profession for themselves and then try to convince teachers that they were good enough to be in that profession," concluded the researchers, Ms Una Agnew, Dr Alex McEwen, and Professor Sean Fulton.

£1.8m in unclaimed pupil dole

An estimated £1.8 million in unemployment pay is waiting to be claimed by school pupils.

Teachers throughout Britain were being enlisted this

OVERSEAS

OVERSEAS



Toyota High School pupils enjoy more sport during the school day.

Schools go to bat in hope of pleasing trading partners

JAPAN

John Greenlees on preparing pupils for future leisure

Japanese schools should be preparing pupils for a more leisure-orientated society. This is one of the conclusions which can be drawn from Prime Minister Yasuhiro Nakasone's agreement to change drastically the Japanese life-style to satisfy the country's increasingly unhappy trading partners.

The idea is that a slightly less obsessive work ethic would reduce the competitiveness of Japanese exports. This would lessen the threat of trade restrictions being imposed by trading partners who currently suffer huge trading deficits with Japan.

Even before the threat of trade restrictions, leisure had been developing into one of the country's most important growth industries. Increasing automation in the factory, office and home has unparalleled degrees of leisure time. Some educationists feel that it is essential that Japanese children are taught how to use it wisely.

Some schools already provide a mandatory 90-minute sport and club session for pupils at the end of the school-day. School trips to important national monuments are being used, instead, as a means of introducing pupils to outdoor pursuits at hiking and skiing centres.

Sport and club activities are used to reduce the length of the present rigorous academic day which, for teenagers cramming for the country's infamous "examination hells", can amount to an 18-hour day in front of books.

The intense academic pressure placed on many students is seen as a major cause of the country's high pupil suicide rate and the high incidence of pupils with adult illnesses such as ulcers and psychological disorders.

There is also a growing desire to see less pressure on younger pupils making their way through a demanding education system at a pace which leaves little time to develop personal interests and hobbies.

Others, however, see dangers in any attempt to ease up on the nation's work-rate. Any shift, however slight, it is argued, could lead to an epidemic of "leisure disease" with Japan's younger generation forfeiting the phenomenal gains made for the country by their highly industrious parents.

English speakers preferred

TURKEY

Roger Jones reports on the increasing demand for English-medium teaching

Is English going to replace Turkish as the main language of Istanbul? The number of burgeoning English-medium schools is anything to go by, would appear so.

It is not that such schools are newcomers to Turkey. Private schools like the American Girls' College in Uskudar have been in existence for many years, and the state-run equivalent - known as Anatolian high schools - are now well established in many provinces.

The dramatic expansion in the private sector is in response to parents' demand. Well-known Turkish medium schools find that rolls unless they provide teaching in English. If they cannot adapt, there is plenty of new schools competing for their pupils.

This competition is intensifying with many new Anatolian type high schools opening their doors for the first time this autumn. But this is causing problems with staffing.

The highly regarded Anatolian high school in Kadiköy, for example, suffered a large exodus of teachers because private schools offer better salaries than government schools. And in the private sector English teachers can offer themselves to the highest bidder.

So far there are enough English teachers to go round, although it may be at the expense of the Turkish medium state schools. However, a pool of science and maths teachers able to teach their subjects in English is much smaller. Already, one of the newer private schools is experiencing difficulties in finding staff to teach these subjects.

One answer would be to import suitably qualified teachers from English speaking countries, but this is costly. An expatriate teacher can cost four or five times as much as a Turkish teacher, and accommodation, salary and even taxes are taken into account. Even then, salaries compare poorly with those elsewhere in the Middle East.

A well-heeled educational foundation is proposing to offer 300,000 Turkish liras a month to the 30 or so expatriate English teachers it hopes to recruit for the coming academic year. This amounts to around £300 a month, but is likely to be worth much less in time unless the lira manages to halt its slide.

Parental pressure is causing many school administrators to look for native speakers of English, but a teacher has to obtain government approval before he can work in a Turkish school, and at one time such permission could not be taken for granted. Some expatriate teachers have difficulty with the rigidities of the Turkish educational system, where marks often take on greater significance than the teaching, and breaks are few and far between.

Yet the system does have advantages. With around 25 lessons a year, 11-year-olds can attain a high level of fluency in eight months. Whether this standard can be maintained through out their schooling will depend on the continuing availability of suitably well-qualified teachers.

It is easy to be cynical and point to the number of ill-equipped entrepreneurs who are jumping onto the English bandwagon. The remarkable point is that parents are willing to pay comparatively high fees at a time when money is tight to ensure their children are well versed in the English language. It must be hoped that the schools will rise to the occasion.

High expectations of English medium education are not unfounded, there is a danger that disillusionment will set in and some of the weaker schools will go to the wall.

Christopher Follett

Getting to the heart of the problem

UNITED STATES

Hilary Wilce reports on an early start to prevention coronary disease



The five-year-olds at Noyes elementary school were playing the Healthy Heart Game, a kind of intestinal snakes and ladders. They went up the ladders if their counters landed on "low fat milk" or "whole grain cereal" and slid down the snakes if they hit "too tired" or "too many sweets".

Next door some classmates were sitting down to a mid-afternoon snack of fresh fruit and plain yoghurt, while others were playing with stethoscopes in the hospital corner.

The corridors were lined with pictures of pupils, each with their heart coloured a striking red and stuck - more or less - in place, while classroom walls carried uplifting ditties - "My heart is a special part of me/And I will treat it right/So it can do its job for me/Morning, noon and night".

Noyes is a wealthy suburb of Boston, where houses costing £200,000 are commonplace. Under its winter sprinkling of snow it looks picture-postcard pretty, and the children look as well fed and cared-for as any school group in the world.

But statistics suggest that half of them will eventually die from a heart attack or stroke, and Americans are now so worried about their number one killer, heart disease, that they consider no age too young to start learning how to prevent it.

Indeed, more and more evidence is emerging that heart problems begin in childhood. A child who is overweight, or has high blood pressure, who comes from a family with a history of heart trouble or who starts smoking early, will almost certainly be laying down problems for the future.

As Dr Charles Glueck, a leading American heart expert, put it: "If we want to get started on prevention we must start in childhood. It's almost a mandate... Arteriosclerosis does not

spring fully-fledged from the head of Zeus. It's a slow aggregation."

Doctors are still arguing about exactly how children should be monitored and what should be done about those at risk. But there is now very broad agreement that a diet which is low in fat and salt, and high in carbohydrates, fruit and vegetables, coupled with regular exercise, no smoking and limited stress, is a sound recipe for avoiding heart disease.

As a result, the American Heart Association decided six years ago to switch its energies from emergency resuscitation programmes to health education. And 18 months ago the Massachusetts branch decided to target that education specifically on schools.

In a five-year plan it aims to get into all the state's 400 school systems with its materials and workshops.

The aim of the campaign, which is headed by Professor Curtis Ellison, professor of paediatrics at the University of Massachusetts, is to see the subject of "heart education" win a place on the basic school curriculum, so that schools will be able to budget for it out of public funds.

So far, the Massachusetts branch of the AHA has put together a database of 5,000 people concerned with health and science education in Mas-

sachusetts' schools, started a newsletter, and run 50 workshops. It is working with 100 schools, and has sent materials out to a further 200.

Ms Sue Rockwell, schools health education coordinator with the project, admits it is difficult to know exactly what happens to materials once they go into schools, and the programme, which is almost entirely staffed by voluntary workers, is not equipped to do much follow-up work.

At Sudbury High School, in a Boston suburb, there was a highly enthusiastic science teacher in the computer and a couple of AHA computer programmes. But there was also ample evidence of pupil smoking, poor-quality school lunches and teenagers who obviously could not take seriously the health problems they might face in middle age.

But then, in the United States, any sort of dietary education is an uphill task. Junk food is a way of life, particularly among the young, while traditional home cooking is becoming a forgotten art.

One recent medical estimate is that half of all the meals eaten in the country are served in restaurants and fast-food outlets, and a further quarter are take-away meals eaten at home.

Professor William Castelli, of the Framingham Heart Project, an inter-

nationally-renowned study of heart disease, warns: "When you see those golden arches (of the world's most famous hamburger chain) you ought to consider whether the pearly gates are just beyond."

Yet there are signs of slow success. Sales of skimmed milk are up in the country as a whole, while a video of work by the AHA in the poor black Roxbury district of Boston - complete with heart-healthy breakdancing - indicates that interest is being aroused in all income groups.

It is hard to imagine such a specifically-targeted health education programme being launched in Britain, but Professor John Catford, professor of preventive medicine at the University of Wales, who has seen the Boston project in action, feels there is much to commend it.

He points out that heart education is a useful umbrella since it brings in smoking, diet, exercise, stress and alcohol. "A lot of people feel there is a need to be obsessed by heart disease in the USA. Maybe in other areas it should be something else."

He himself is now heading a major pilot project in Wales - Heartbeat Wales - which is trying to bring down the incidence of heart disease in the Principality. A large part of this will include work with schools.

But the single crucial issue in any health education campaign, he feels, is "to encourage everybody in the community to be able to make changes by taking decisions about their health. For that, they need the skills to be able to take those decisions." And that, he says, comes back to fundamental educational aims such as instilling self-confidence, encouraging self-esteem, and getting young people to feel they are in control of their lives.

There is also the crucial, practical issue of school meals. Professor Catford says he has had more mail about this than about any other single health issue, and he believes there is a huge public desire for a more healthy school eating programme.

"Any politician who sets out a school meals manifesto is set up for life. People are just so concerned about it," he says.

Bennett doubles travel bill

The across-the-board cuts which the Reagan Administration has been trying to impose on education spending do not, apparently, extend to the travelling expenses of Mr. William Bennett, the US Education Secretary. A congressional committee has learned that Mr Bennett expects to spend \$200,000 (£133,000) on travel this year, more than double his 1985 allowance.

The news raised the ire of Republican Senator Lowell Weicker, chairman of the Senate subcommittee which oversees such matters. "I don't think that the taxpayers appreciate that at all," he said. "What made matters worse was that Mr Bennett has decided to cut back on other people's travel expenses, notably those of investigators who keep a watch on civil rights infringements in schools."

"I hear from the black community and the handicapped community that you are not doing job," Senator Weicker told Mr Bennett. "I would be more impressed if the Secretary took care of the people who needed to be taken care of, rather than taking care of himself."

But Mr Bennett was unabashed. Speaking of himself in the third person he said: "It has been very educational for the Secretary to go where he has been going and to see the things he sees. I plan to continue to do a lot of travelling because I think it is important."

Mr Bennett certainly does travel a great deal, frequently making speeches promoting the value of prayer and the teaching of morals in the public schools. "I wonder whether people who are upset at this travel simply don't like what the Secretary says," one of his senior officials said this week.

The Secretary's travel arrangements have become a minor industry in the Education Department, with 10 people employed full-time to answer invitations, plan trips and brief him on the groups he will address. He generally takes one or two advisers with him, in addition to a bodyguard.

The Department's 10 regional civil rights offices will have \$801,000 to spend between them on travel this year - a reduction of 13 per cent over the 1985 figure. Their job is to visit colleges and schools to investigate complaints of bias and to check whether the non-discrimination laws are being complied with. Staff complain that the cuts are weakening the enforcement of the law.

Bill Norris

Boycott ousts white official

Schoolchildren and parents in the little town of Indianola, Mississippi, were enraged in March when a white man was appointed local school superintendent - even though 92 per cent of the district's 3,000 children are black.

They promptly staged a boycott of the public schools, which shut down the entire system for a while, and then withdrew their custom from white-owned businesses in the town.

Tensions grew as black pickets stalked out the stores, carrying placards accusing the town officials of racism. But the new superintendent, Dr Willie Grissom, refused to resign, and the school board stood behind him.

Now it is all over. Local businessmen were being hurt so badly that they chipped together to offer Dr Grissom \$90,000 (£56,000) to give up his \$45,000-a-year three-year contract. He accepted reluctantly and was quickly replaced by a black school superintendent, Dr Robert McFerrit, the man the parents wanted in the first place.

Curiously, the affair has actually improved race relations in Indianola. Black and white had at long last been forced to talk to each other. In this corner of the Deep South, it had never happened before.

No end to debate over the beginning

AUSTRALIA

Luis Garcia describes the latest controversy over creationism

The debate over whether the biblical version of the creation of life should be taught in Australian schools as an alternative to the theory of evolution has flared again, this time in New South Wales.

The state's education department has ordered science teachers in government schools not to teach "creationism" as part of their course because it is neither an acceptable nor reliable theory.

Mr Bob Winder, director-general of education, has written to all high school principals warning them that the department is teaching creationism as a scientific theory.

Mr Winder's actions have been supported by Mr Rodney Cavalier, state minister for education, who said that there would be no more "Hocus Pocus" taught under the guise of science in state schools.

"It is unacceptable to teach sun spots as an explanation for the revolution and it will be unacceptable to teach creationism as an explanation for biology," Mr Cavalier said.

The theory of creation has gained considerable acceptance in recent years in parts of Australia as an alternative to Darwin's theory of evolution.

Recently, the conservative Queensland government, ordered schools, in

A drive into the country . . .

SOVIET UNION

Kenneth Shaw on moves to boost moral education

A new campaign to solve the Soviet Union's rural education problems - small classes, understaffing and poorly qualified teachers in thousands of tiny village schools - has been announced by the deputy education minister of the Russian Federation, the country's central states.

Mr I M Kosonozhikin is calling for fresh initiatives in the village school programme, first announced in 1983. This was aimed at compelling more children from peasant families to complete secondary schooling and getting the authorities to retain village schools, no matter how small, as part of a wide community programme of leisure, sports and education.

The rapid decline in the numbers of primary village schools widely experienced in the late 1970s has been stopped. Class sizes are still falling, as Soviet citizens head for the cities, but most village schools are still understaffed, according to the minister's report.

Mr Kosonozhikin states that 93 per cent of separate primary schools - those not attached to junior departments - teach fewer than 30 pupils. Many schools have only 10 pupils.

There are fewer than 200 pupils in 94 per cent of schools catering for 7 to 15-year-olds. In 81 per cent of secondary schools in rural Russia, there are fewer than 400 pupils.

Staffing is still a serious problem, states the minister. In 1983-4, some 15,500 rural primary schools out of a

total of 18,000 in the Russian Federation had only a single teacher. Some 2,000 schools had only two teachers and about 520 schools contained three.

Most teachers have to combine two or more subjects in secondary schools which the minister says, means ineffective curriculum planning. Soon, 1,000 teachers with more than two subjects are to be trained and sent to rural schools.

This presents training establishments with a problem since they are turning out specialists, yet rural schools need all-rounders. Some schools need teachers who can handle age ranges from seven to nine within a single class.

Moscow planners are anxious to keep tiny village schools going since fewer labourers wishing to stay on the land, and that means less food for city dwellers - an old Soviet problem.

Teachers are demanding better pay and living conditions in the village schools. They want better school-meals organization and more efficient transport from remote areas to the schools.

There have been calls for more boarding schools, according to the minister, although these are costly. Education planners are also calling for more extended-day schools to cope with children whose parents work late on the collective farms and in rural industries.

The Soviet ministries responsible for rural education and food production are now drawing up lists of essential rural occupations for each region, so that schools can be provided with specialists and rural areas receive the most useful workers and professionals.

Bid to check Islam

BELGIUM

The mayors of Brussels will shortly submit to Belgium's education ministers proposals to stop the spread of hardline Islamic fundamentalism in the capital's schools.

Fearing that the growth of a rigid, exclusive philosophy within the city's Muslim minority could worsen racial tensions they support a campaign to reassert state controls over Islamic religious instruction.

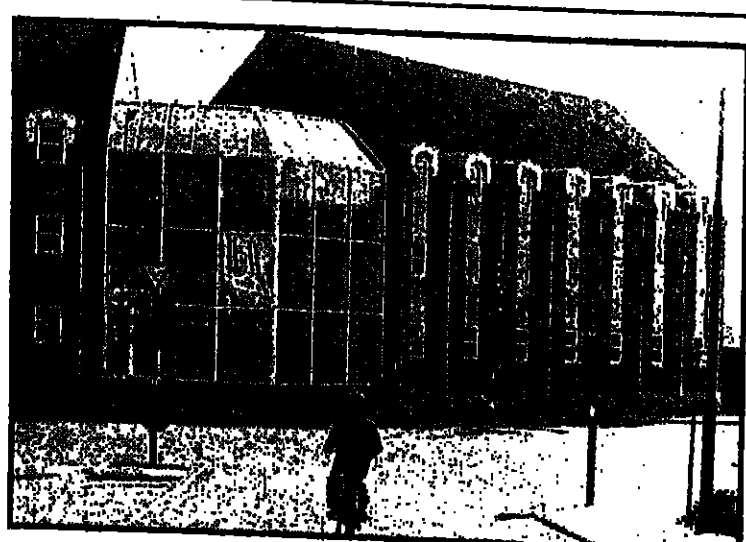
For the past 12 years, the state has paid the salaries of the teachers of religion, but the Islamic cultural centre of Belgium has recruited them. Many have little experience of Belgian life, it is claimed, and can speak neither

French nor Flemish, the country's national languages.

In February, Charles Pletque, Socialist mayor of St Gilles where about half the population is Muslim, banned Islamic teaching altogether from his commune because of complaints from parents and teachers about the quality of the lessons.

The 19 mayors want Islamic teachers to have lived in Belgium at least five years and to have Belgian nationality or possess an official permit. Lessons should be given in a national language, not Arabic, and a monitoring committee appointed. The plan has support from the moderate majority of the Muslim community.

Jane Marshall



DENMARK

Denmark's new £2.6 million International Youth Centre (IYC) has embarked on its first academic year at Svendborg on the Baltic island of Fyn.

Launched with support from the EEC, the Council of Europe and UNESCO as well as local towns and county councils and banks, IYC, pictured above, is housed in converted 19th-century factory buildings with accommodation for 300 boarders.

Pre-inauguration summer courses attracted 2,400 young people and the

first visiting party was a group of 15 to 18-year-olds from Britain. Their trip had been organized by the Danish branch of Experiment in International Living.

"IYC is not a youth hostel, we are very much an educational centre, a forum for international youth," says Mr John Colebatch, the centre's British director, and former headmaster of a south London comprehensive school. "Through cross-cultural exchange, we plan to extend the formal education system."

Christopher Follett

Need for teachers raises their status

CHINA

The Chinese state education commission has issued a circular calling on all education authorities to step up efforts to produce more primary and middle school teachers, and to improve the quality of training.

The move is central to the country's effort to realize its goal of nine years' compulsory education for all children, which became law last month. A 72 per cent increase in school funding by central government over the next five years has already been announced.

Enrolment to teacher training colleges and schools will be increased to 163,000 this year, accounting for 30 per cent of the country's total college enrolment figures. Other institutions of higher education have been instructed to provide two-year teacher training courses.

Further measures include allowing enrolment of students with qualifications from self-taught and television distance learning courses for teacher training at primary and junior-middle school levels; prohibiting recruitment of trained teachers by employers outside the education service; and starting enrolment at training colleges earlier than other institutions to attract students of a higher quality.

Provincial and municipal governments up and down the country have responded by taking concrete measures to raise the quantity and quality of school teachers.

Anhui province in western China, for instance, has set aside 35 million yuan for teacher training, while Zhejiang province in the northeast, has allocated 11 million yuan and invested a further 7.5 million yuan for retraining of primary school teachers. Tianjin city, not far from Peking, has recently opened training courses providing 600 places at 12 universities and colleges.

Education experts estimate that over 30 per cent of China's school teachers are below the required standard. The situation is worst in remote rural areas, where many teachers at primary level can barely read or write themselves. The problem, say the experts, was caused largely by over-hasty efforts to increase schooling in recent years, particularly during the cultural revolution (1966-76), when the low estimation of the status of teachers led to carelessness in selection, and their low pay and unfair treatment led more able people to avoid the profession.

China now has an estimated 230 million illiterates and semi-illiterates. It is hoped that the new compulsory education law, together with nationwide efforts to raise the quantity and quality of school teachers, will wipe out illiteracy in China by the end of the century.

Geoffrey Parkins

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Computers making good progress

Sir - How sad it was to read Anita Straker's article "A sorry state of affairs" (TES, May 9). She has done more than anyone else to further the incorporation of microcomputers into good primary practice. Pauline Bleach's report, *The Use of Computers in Primary Schools* is not, and should not be seen as, a commentary on the effectiveness of the work of the MEP Primary Project. Rather, it is a commentary on the current state of primary practice in many schools.

The computer can be a powerful agent for educational change. Through its introduction in the primary classroom, many teachers have been made aware of problem-solving, deductive reasoning, and perhaps most importantly of all, the intellectual and creative abilities of their children. However, it is optimistic in the extreme to expect that the introduction of the microcomputer will change primary classroom practice overnight.

Anita Straker is right to point out that in-service training is the key to greater and more beneficial use of the computer. While all will acknowledge that there is still a great deal to be done, the present shortfall is not the fault of the MEP Primary Project.

The primary project team have produced, and freely distributed to all L.E.s, excellent in-service training materials. The responsibility for how and indeed whether, these are used rests with the individual L.E.s. Many of the primary projects' materials are at the leading edge of educational development. For this reason, it may be some little time before excellent packages like *Problems and Investigations in the Primary School* and *Posing and*

Solving Problems using Control Technology become widely used. Perhaps David Jinks in the same issue of TES is more realistic when considering the introduction of problem-solving through design and technology. He suggests that teachers need to develop confidence and warns against the danger of trying to go too far too fast.

Anita Straker should not be discouraged to learn that only 23 per cent of primary schools are using the computer for wordprocessing. Given the time and money available, many a marketing director would be delighted with such a penetration in a very difficult market.

Much has been achieved in a very short space of time. Many exciting doors have been opened by some, if not all, teachers. While everyone would acknowledge that there is still a great deal to be done, not enough attention has been paid to the very positive achievements of the MEP Primary Project team so ably led by Anita Straker. In addition to asking the question "Where are we now?" we perhaps should consider where we would have been without the project.

Perhaps the chairman and director of the new Microelectronic Education Support Unit (MESU) should be invited to respond to the findings of Pauline Bleach's report. We may then learn what plans they have to support the use of microcomputers in primary education. If they achieve half as much as Anita and her team, we will be well served.

O BICKERTON
The Elms
37 Bradwall Road
Sandbach
Cheshire

The right time

Sir - I was not in the least surprised to read Anita Straker's article about computers in primary schools, though the expression "grossly underused" seems unfairly to connote lack of interest rather than the actual condition of bewilderment on the part of many teachers.

Let us suppose that a primary school has a generous ratio of one computer per class of 30 children, and that most of the accessories and programmes necessary are available. Given that a microcomputer is not suitable for use on a class basis, and that its viability does not really extend to use by more than two children at a time, how is it timebanded into the normal work of a primary class? If 15 pairs of children have to be instructed separately in its use and subsequently supervised while they are using it, one is prompted to ask what the other 28 children are doing at these times.

Free-for-all

Sir - I can sympathize with M H Cockbill's view (Letters, TES, May 9) on perfectly good schools being forced to close because parents opt for schools elsewhere, but he is talking through his hat in the final paragraph. For example, "If you don't like the state system, you are free to pay for your own" - twaddle! In any case it would take most of my salary.

There are 3.5 million or more people without work and some 8 million children (CPAG figures). How are they to pay? Perhaps they don't matter in leafy Rickmansworth.

Another example: "If you have religious or single-sex preference, they can be accommodated" - again Cockbill is living in Cloud-cuckoo-land. In my own large town of more than 200,000 people, there are no single-sex schools, apart from the private grammar schools, so there is no choice there; and the Church schools are oversubscribed.

Single-sex schools are being phased out all over the country. Church schools are closing and with one notable exception in Brent, there is no provision for voluntary aided schools to be opened for the large Muslim population of our cities.

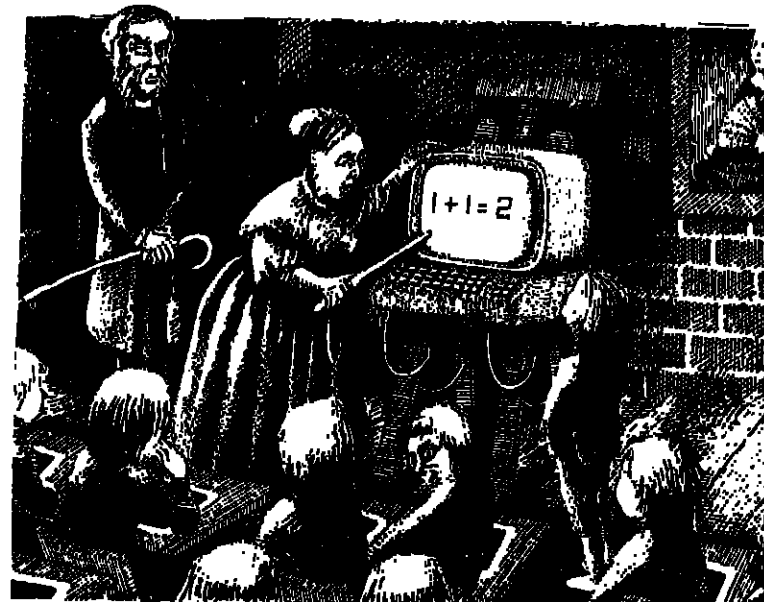
M H Cockbill also joins us to "take the nearest supply and help to improve it" - but as a governor, as well as parent and teacher, I know that it is not so easy. Parents may have jumped for joy when the Taylor Act made



parent governors compulsory, but by now they will have learnt that it has made very little difference in most schools. The parent governor is in a minority of one or two on a board containing head, teachers, councillors and packed with i.e.s. representatives and can do very little to change the status quo.

Finally, M H Cockbill tries to perpetuate the myth of a free service. He really should know better. We all pay for the state service from our rates and taxes. If Cockbill went into a shop for, say, a sweater, he would expect not only a choice of size, but also of style, colour and, indeed, price to suit his pocket. Since parents do indeed pay for the so-called "free" education service, why does he seek to deny us our choice in this vital area?

ANN DUNN
87 Derby Street
Werneth
Oldham



Too pessimistic

Sir - How refreshing to read an article which honestly looks at the author's own success. Anita Straker, however, is severe in assumption of lack of effect. As a Department of Trade and Industry trainer for Hampshire, where two teachers from every primary school did receive a two-day introductory course, I would consider Pauline Bleach's survey to be overly pessimistic.

My experience in actually visiting schools is that they have too many programs, admittedly nearly all of the CAL type. I concur with Mrs Straker's view that there are better uses for the computer and my authority has issued to all primary schools an excellent "Toolkit" of quality programs. She most pointedly concludes, correctly in my opinion, that our part-time in-service work is insufficient. If long-established subjects like maths and science can generate DES financial input, why not Computers in Education which with the best "content free" software spans almost all of the curriculum.

Equipment without extensive training of teachers is totally inappropriate and uneconomic. Where are the appointed advisory teachers, in quantity, that we need?

PETER WYLES
Head
Bentley CE (Controlled) Primary School
School Lane
Bentley
Farnham
Surrey

Private paradise

Sir - Does it not strike you that people, like David Roberts (TES, May 9), who find it astonishing that apparently rational adults are prepared to expend large sums of money on private education run a grave risk of making themselves appear narrow-minded and parochial.

It is ridiculous to talk about the cost of private education at anything other than current values. School fees in independent London day schools, such as the one I teach in, are now running at something like £2,000 per annum, so that one can educate two children from 11 to 18 for something of the order of £28,000. I don't know how much smaller than £90,000 a figure has to be to stop being a "telephone number": is this one?

In any case, one is not buying some straightforward commodity. My school offers all the practical advantages that Mr Roberts alludes to, but on another plane entirely seems to me, slurr-eyed and simple-minded as I may be, to be a nearly paradisaical environment for a boy to grow up in.

Surely no teacher can believe that the value of education is something entirely extrinsic to it, that it is purely a means and not an end in itself? And if it is not, what price this little fragment of paradise, however local, partial and temporary it may be?

KEITH A McCULLOCH
8 Appleby Road
London E8

Famine questions

Sir - As Britain's largest international children's charity, Save the Children applauds School Aid/Longman for encouraging schools to ask questions about famine (TES, May 2), since we have long recognized our responsibility to involve young people in our work, and not just in the form of raising funds.

Young Save the Children Fund (YSCF) aims to inform children about the fund's fieldwork and to educate them about the causes of poverty and disadvantage which lie behind the need for charities like ourselves. To this end we provide and actively visual aids, literature and activity packs. A new pack called "Getting Better" for 9 to 13-year-olds on health care and communication is now available.

YSCF members receive a quarterly magazine, *Satellite*, and schools which raise funds for Save the Children are eligible for nomination for one of the Princess Anne Awards, presented annually by HRH Princess Anne, the Fund's president.

CHRISTOPHER GIBB
YSCF Manager
Mary Datchelor House
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Camberwell
London SE5

Diner's care

Sir - Barry Melin (TES, May 2) asks to be "treated as a human being" when interviewed, but while I accept that education interviews can be shallow and inconsiderate, I nevertheless have to point out that Mr Melin has a narrow conception of the situation.

Many schools are using "in-tray exercises", small group interviews and spend much time and energy in being considerate and generous in their hospitality. We recently invited candidates to join us for dinner the previous evening, since several had a long distance to travel, enjoyed a meal with two different panels. Feedback from the candidates however showed that they were more worried about the "dinner" than any other activity, thus suggesting that Mr Melin's plea can backfire!

A J BARTLETT
Head
Wyedean School
Beachley Road
Sedbury
Gloucestershire

Teacher subject

Sir - The BBC documentary series, *40 Minutes*, would like to make a film about a senior and experienced teacher in a secondary school in a city or town outside London. Our aim is to show the pressures the teacher faces, and the challenges and pleasures of working in the state sector today. The teacher should be articulate, and in an interesting school.

MARK ROGERS
Researcher
40 Minutes
Kensington House
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London W14 0AX

Scruton's charge

Sir - Having read Professor Roger Scruton's pamphlet *World Studies, Education and Induction* and his response to it from Dr David Selby, Mr Graham Pike of the World Studies Teacher Training Centre ("Scrutinizing Scruton", TES, April 11), I would like to make the following comments.

Scruton's "essential criticism" of world studies is not that it lacks academic integrity and rigour. What his analysis shows that it clearly does, the authors of "Scrutinizing Scruton" seem wilfully to have blinded themselves to his principal claim, namely, that world studies is politically biased and indoctrinatory.

In answering Scruton's assertion that the subject is Marxist in orientation, Selby and Pike simply make reference to the "eclectic" ancestry of world studies, and the diverse viewpoints of those who have influenced its development. Roger Scruton, addressing himself not to the historical origins of the subject but to the main arguments and assumptions that are found in the literature, his challenge that these arguments are Marxist or left-wing is not taken up seriously by Selby and Pike, but it cannot be dismissed out of hand in the way in which they try to do so.

There is nothing to be found in "Scrutinizing Scruton" that resembles a genuine argument against its charge, and the authors' refusal to confront it leaves one feeling that they really accept Scruton's claim. Instead of the honest confrontation of argument with argument, however, they prefer to engage in political backbiting and personal insult. And the accusation that Scruton is not competent to judge because he has never been in a world studies classroom is extremely dishonest. Are our suspicions to be laid to rest solely on the basis of Selby and Pike's evasive pronouncements? And is it not possible to judge a subject from the very course materials in teachers' use and its supporters' recommendations?

In fact the last few paragraphs of Selby and Pike's defence include a glaring admission of Scruton's main contention. We find them accusing him of living in "Cloud-cuckoo-land" in thinking that not all education need be politically biased. They claim the all knowledge and education, whether intended or otherwise, is biased in one direction or another, simply in virtue of the fact that all education involves the transmission of certain beliefs and values.

This is merely to reiterate the very claim which Roger Scruton argues leads to indoctrinatory teaching. And, says, education may have political effects without having a political aim. One may teach any subject and this may well cause the students to form various beliefs of a political nature, but it is not necessarily the case that these political consequences are part of the teacher's aim or intention. To suggest that this distinction cannot be made is to justify deliberately indoctrinatory teaching. It is Selby and Pike, not Roger Scruton, who are here displaying a "medium and message" problem.

With Selby and Pike's confession of their own commitment to political propaganda, they offer a carte blanche to all those who would bring children into the battleground of confrontationist politics. Is the sentiment expressed in "All's fair in love and war" really to become the basis upon which we educate our young people for the future? Or should we not prefer to engage in a serious and honest debate about what should be taught in schools, and whether and how much issues as world poverty should be approached in the classroom? Roger Scruton, even from within the "ivory tower" of comfortable comfort of Birkbeck College, has gone some way towards engaging in that debate.

JO NORTH
c/o 34 St Mary's Gardens
London SE11



16-plus minus

Sir - Sir Keith Joseph believes the preparations for GCSE are on target.

To date I have received the approved syllabuses for English and English literature from only the London and East Anglian Group. These documents comprise 45 A4 sheets detailing aims, objectives, assessment criteria, syllabuses, grade descriptions, sample papers, mark schemes, etc.

Included with this material was a note informing me that "the group will be pleased to supply additional copies of English and English literature syllabuses on completion and return of the attached form".

In order that my colleagues in the English department might acquaint themselves with this important information before they receive their two days' training on the last two days of term, I sent off a request for six additional syllabuses.

I have just received the following reply from the Board: "English and English Literature. Supplies of the advance copies of the above syllabuses are now exhausted and no further reprinting of this issue is proposed."

PATRICIA WATERS
Head of English
Ravensbourne School for Girls
Bromley
Kent

Wrong image

Sir - In view of public concern over girls' non-participation in engineering, I would like to draw your attention to the full page advertisement which appeared on page 9 of *THE TIMES* (March 28).

The Construction Industry Training Board offers a two-year training scheme presumably to the representative sample of young people shown in the sketch - 23 boys and 4 girls! It would seem that attitudes among the board's careers advisory service should be examined.

PATRICIA RADFORD
ILEA Medical Unit
Brixton Child Guidance Unit
London SW2

Bard mistakes

Sir - May I correct two points of fact in Mike Torbe's review of *Teaching Shakespeare* by Richard Adams, (TES, Extra, May 2).

"Schools actually get short shrift." In fact nine out of eleven contributions deal directly with Shakespeare in schools.

"There is no bibliography." There are in fact two chapters dealing specifically with books on Shakespeare.

ROBERT ROYCE
93 Bedwardine Road
London SE19

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

Taking liberties with literature in Genderland

Sir - It is difficult to read Roger Knight's article on sexism and literature in the *English Extra* (TES, May 2) without becoming irritated by the liberties he takes in constructing his argument.

His basic premise is that "the only language in which the discussion of literature can be conducted" is "literary criticism". In passing, one is tempted to ask how a university lecturer in education can have managed to miss the debate about critical theory that has been raging for the past 10 years (at least). But that is secondary.

More mysterious is his refusal to allow the kind of discussion without which English teaching simply cannot take place, the discussion about the circumstances under which children should be introduced to literature and the appropriateness of the books that are used. Taken to its logical (and absurd) extreme, his argument would forbid us even to consider whether it was relevant to expect, say, an eight-year-old to tackle *War and Peace*.

The only issue that matters, we are told, is whether the work has intrinsic literary merit. It is not surprising that this position can only be justified by some fairly bogus rhetoric, and a remarkably casual reading of *Alice in Genderland*, the book which has occasioned this outburst. Perhaps he is so irritated by what he has read that he cannot remain dispassionate about it.

Two or three examples should, I think, suffice. The rhetoric comes early. Consider this. The term "sexism", he writes, "has swollen into a creature with a life of its own, a *bête noire* whose shadow tends to be perceived across every aspect of our lives".

The use of this kind of emotive argument is inexcusable - the spectre of sexism is crudely and sensationally evoked in a way that Roger Knight would have been the first to condemn if he had read it in the tabloid press. Had he started from a more rational position, however, he would have found it hard indeed to justify the intemperate attack that follows.

Raging Lear

Sir - It is a common theme of current criticism that all readings are in some respects mis-readings, partial and blind to their own repetitions. Given this it is perhaps understandable that Roger Knight's reading should want to simplify the bemused *Alice* of our recent National Association for the Teaching of English publication *Alice in Genderland* (reviewed May 2) to the more naive, less questioning, *Amat*, and use, as a counter-blast to what he never claimed to be definitive criticism, the full weight of the Shakespearean canon.

How he rages like Lear against this unnatural daughter! But then patriarchal criticism will stand on authority and sneer when the dutiful daughter starts, however tentatively, to question the impartiality of his fictions.

Surely it is Roger Knight, not our perplexed *Alice*, who is naive in his simple defence of literature as a repository of universal values, given the whole force of contemporary criticism, that he charges us with ignoring. It is precisely because the contributors to *Alice in Genderland* do not underestimate the power of the imagination that they are concerned "to actively search out" stories which widen the experience of all their pupils, instead of accepting the stock cupboard as infallibly in touch with "life".

Not one of us suggested that the books Roger Knight cherishes should not be read in our classrooms. Instead, we showed how much of our time we do spend sharing such stories with the pupils we teach. The essays were descriptive of the contributor's teaching experience, not "prescriptive or censorious" of individual "works". We asked instead that teachers should question the critical stance that

By about two-thirds of the way through his piece, Mr Knight manages to unearth the conspiracy he has been looking for. "Literature", he reveals, "will be vetted for its proficiency as an instrument for the promotion of social equality". By now, he has departed so far from the text of *Alice in Genderland* that one might be forgiven for thinking that he had been reading a different book.

In the edition I have, the emphasis is not on "vetting" literature at all, but on ensuring that teachers recognize, in their choice and treatment of books, the interests and needs of all the children they teach, rather than one dominant group.

The final, and most devastating, own goal, however, comes with the farewell flourish in Roger Knight's final paragraph. He characterizes the authors of *Alice in Genderland* like this - "(they) quite seriously ask us to share their objections that the fairies in *A Midsummer Night's Dream* and almost all the animals in *Animal Farm* are male".

Here is a passage to which he is referring. It comes as an afterthought at the end of a paragraph - "even in *Animal Farm* the animals are almost solely male except for a couple of mares, one of whom defects to the capitalist farmers, lured with sugar and the promise of ribbons in her mane!"

"Quite seriously!" I would expect a well-trained literary critic to recognize a joke when he read one, even if an exclamation mark had not been so firmly planted at the end.

PATRICK SCOTT
Clnr, National Association for the Teaching of English
4 The Avenue
Durham City



King Lear... daughter trouble

defends itself by setting up canons of literature without acknowledging the arbitrariness of any reading list. Substitute "race" for "gender" in the article and see how many feel happy accepting without question the current choice of children's fiction in school! *Alice in Genderland* addresses itself to a debate about criticism that is itself at the centre of modern thought. It does this at the level of practice, rather than theory, as a collection of exploratory articles by teachers radically putting into question these values and inviting others to do the same.

However, it is obvious that Roger Knight, like Lear, will hear only what batters his notion of literary criticism, and if the daughter will not repeat it then he will rant and rage while misrepresenting the whole force of her argument and deliberately put himself from ease.

E M MILLARD
Member, NATE Language and Gender Working Party
52 Parkside
Wollaton
Nottingham

Riot numbers

Sir - Your report on "Extremist ban called after right wing election riot" (TES May 9) contained errors in the numbers of people involved in the meeting in the school hall.

The police escorted about 30 to 40 members of the British National Party into the school hall, and only about 30 members of the public were allowed admittance by the time the BNP supporters' attack began. This is verifiable by the fact that there were 51 chairs set out in five arches rows, the first four of which were mainly occupied by BNP members, the remainder by the public. Other members of the public were standing at the rear. The fire regulations actually restrict the hall to 150 people and at the time of the assault it was by no means full.

What is alarming, however, is the fact that the police who are fully aware of the history and nature of the BNP were asked to maintain a presence

inside the school hall by the ILEA's official observer on the spot, but they refused to do so. They thus exposed the public to danger of assault, a danger that became a reality within five minutes.

The violation of the school has left us with many painful memories, however, as your article indicates, nearly 300 people did mobilize within less than 24 hours, and their presence meant that the BNP were led in through the rear entrance turning the "election meeting" into a clandestine gathering of their "hard line" supporters.

Hopefully, the ILEA will gather sufficient evidence to submit to the DES for the 1946 Act to be amended, so that racist groups will never again be allowed access to any school building.

FRANK TARRANT
Headteacher
John Scurr Primary School
Cephas Street
London E1

PPA motion

Sir - Thank you for printing my letter of April 11.

However, by misprinting just one letter (PTA for PPA), you compounded the original error which I wrote to correct. I hope you will have space in your column to re-state that Wiltshire's motion at the National Confederation of Parent-Teacher Associations conference which called for appropriate pre-school education for

all four-year-olds recognized the invaluable contribution made to pre-school education by the PPA (Pre-school Playgroups Association) which, because of the level and nature of direct parent involvement, will always be a preferred option for many parents of young children.

MIKE CHISLETT
National Confederation of Parent-Teacher Associations
Gravesend
Kent

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Further information from: Mrs Patricia D. Hughes, School of Education, University of Nottingham, Nottingham NG7 2RD. Tel (0802) 506101, ext 2423.

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Halfway to heaven

BEN JONES

The whole nature of assessment has been shrewdly altered by GCSE. Grade criteria have been published and words like comparability, and concepts like rewarding the positive achievements of all levels, have taken on a new meaning.

There are the tools available here for forging a new style of assessment, one that will restore the morale and status of teachers and regain that image of a dedicated group of professionals concerned for the welfare of all their charges. The key lies in teacher-based assessment, closely linked to assessment objectives that are no longer confined to the recall of pre-selected factual material.

The Secondary Examinations Council working parties of 1985 that produced draft grade criteria point the way to a different future for all 16-year-olds. Perhaps the doubts cast on the feasibility of GCSE for this September could be put to good use by

rapidly passing into the practice of giving the teacher sole responsibility for assessment at 16 rather than leaving them a proportion of the assessment, as is now envisaged.

Of course this means a radical change in assessment techniques, of course it means a fundamental change in the position of the teacher; of course this means that examining boards will need to contract further, perhaps amalgamate even more closely and genuinely than has been the case with the recent mergers into consortia. But the result would be a genuine step beyond the half-way house of GCSE.

End-of-course testing has its place, but much evidence points to the advantages of examining candidates over a period of time without the pressures contingent upon "the exam" to which so much teaching is directed.

By placing in the hands of teachers the full responsibility of assessing candidates at 16, we will achieve a double gain - teachers who control their courses and take pride in a new personal responsibility, and candidates who can emerge from 16-plus assessment with confidence and the clear knowledge of how and why they gained their final result.

For over a century, German experience has revealed the quality and acceptability of teacher assessment at

16. We can build upon this experience and produce our own version. We have already the rudiments of a national criterion-referenced framework (akin to the German *Notenskala*) in the draft grade criteria published for several subjects.

English practice requires that assessment be subject-based. Given acceptance of grade criteria, there needs to be also agreement on syllabus (in effect this already exists, as a glance at existing syllabus books reveals), methods and techniques of assessment. This means the equivalent of the German *Lehrplan*.

Local authorities and the DES need to get together to devise parameters of syllabus content and agree their ideas with teachers, preferably on a regional basis. Then an outline of assessment techniques is needed, directed not towards a single skill of reproducing presented data, but a range of skills tested over a period to reveal positive achievement at several levels of response. This would be the teacher's guide and would serve as the pattern for particular tests, revealing candidates' ability over a range of assessment objectives.

The nature and frequency of the assessments would need to be written into the teaching programme. So would the approach to marking; for if

it is properly to reflect the positive achievement of candidates, then answers should not be marked in terms of a set answer (except to a number of purely factual questions), but in terms of levels of response, giving a "differentiation by outcome", a more sensitive gauge to performance, particularly where teacher and candidate are well known to each other.

Of course this means that the mark awarded by the teacher must be challengeable. The candidate will have to know what grade he was given on any test, and the teacher would have to be able to justify it. This is where professionalism lies. This is where teachers would regain their status. After all, the grades awarded - open to public view if challenged - will determine a candidate's entry into the next stage of training or full-time education.

How do we get teachers trained and confident in such assessment? Not through courses in higher education colleges, the former colleges of education. Their patent failure to train teachers in assessment techniques is only too clear. For similar reasons, university departments of education are not the ideal agent.

But the examining boards, particularly the national boards with their research departments, and one or two regional boards, already well known in

this field, would seem ideal agents for training in assessment techniques. Concentrated courses for carefully selected teachers would rapidly produce a group of specialist teachers in each authority. Thereafter, if INSET teachers would learn the new approach and apply the new teaching programme in their schools.

In place of the GCSE half-way house that does not enhance the teacher and retains much of the board-centred end-of-course exam, one substitutes a pattern of assessment conforming to precise objectives and applied within the class. The teacher regains control of subject and assessment and pace of work, within the confines of an agreed teaching programme, and tests candidates accordingly, presenting a profile of marks that conform to a national criterion-referenced framework.

The consequence? A cheap method of examining at 16-plus, but much more than this. An invigorated teaching profession, whose responsibility to their charges and to society is continually demonstrated, thus earning the respect and trust that ought naturally to be their right as teachers.

Ben Jones is head of humanities at a Goole Grammar School, Humberside.



Captain W. E. Johns

More than 50 years after he first appeared in print, the most famous of all schoolboy heroes is finally to make his big-screen debut. An air ace in two world wars, and subsequently a British Intelligence agent, Biggles has fought his way through a hundred adventures against the Luftwaffe, diamond thieves and Communist conspirators. He has both reflected and helped to form the attitudes of three generations of Englishmen.

Will he conquer cinema audiences too, when *Biggles*, starring newcomer Neil Dickson opens at the Empire, Leicester Square this week? Time will tell, but the job of bringing such an elusive figure to the screen is a tricky one.

Calm, fearless and decisive, Biggles leads from the front. His loyalty to friends and country is unwavering. He shoots to wound, and is an exponent of the straight left and the uppercut rather than anything more Oriental. No superman, he achieves success through a mixture of good luck, good judgement and teamwork. He appears to be an archetypal English hero in a tradition stretching back to the mid-19th-century through the stories of Percy F. Westerman, Henty and Ballantyne.

But there is an important difference. Biggles has no life outside the action of the stories. We know nothing of his likes and dislikes, his personal quirks. We don't even know much about his physical appearance. Leslie Stead, who illustrated the classic Hodder editions of the Biggles stories, shows him as a perennial 30-year-old, clean shaven, of medium height and build - in other words nondescript.

The first Biggles stories, written in the early 1930s, were for adult consumption, and Biggles is allowed to drink and get involved with women. After a tragic love affair he starts drinking whisky for breakfast, "and that means he's going down fast," declares the CO. When the stories started to appear in *The Modern Boy* in 1932, Biggles began his transformation. He ceased to be a real person and came to represent an ideal to which youngsters could aspire.

With names like Bertie Lissie and Algy Lacey, his companions seem fairly well rooted in the upper-middle class, yet Biggles himself is strangely classless. Apart from a smattering of Air Force slang he speaks without affectation, and, you can tell, without accent. Wherever you live and whatever your social class, you can identify with Biggles. His appeal is universal because he is not a

character at all, but a symbol.

However, morality and symbolism on their own don't sell books. W. E. Johns was a master story teller, the equal of any thriller writer in his ability to maintain suspense, who had an accurate grasp of technical detail about planes and combat flying. He spent two years in the Royal Flying Corps before being shot down in 1918 and claimed to have evidence that some of the Battle of Britain pilots had learnt their tactics and manoeuvres from reading Biggles stories when they were boys.

Johns's style was idiosyncratic (and familiar) enough for the Monty Python team to write a Biggles parody in their *The Brand New Monty Python Book*. He made the adverb into a minor art form; his characters rarely say anything unless it is "terse", "evenly" or even "thinly", and they are quite liable to "aver", "opine" or "grate" when like mood is on them. There are masterpieces of understatement: "You people are beginning to get my goat," he tells a captured Nazi officer; marooned in the Sahara desert, the Hunter close at hand, he confides to Bertie, "I'm afraid this is a bad show. We're in a jam."

Although the postwar stories follow a convenient pattern, you never get the impression of "formula" writing. The background is usually outlined in the form of a conversation with Biggles's superior, Air Commodore Raymond. This doesn't take too long, as Biggles has a good memory and an uncanny aptitude for grasping essentials. The action can then proceed unhindered, normally in an exotic location - Borneo, the Gobi desert, Bolivia; indeed there can be few parts of the globe which have not been tidied up by the intrepid aviator.

Women rarely appear in Biggles stories. In *The Boy Biggles* we are told of breathtaking exploits during Biggles's childhood in India. The boy's father - a stereotypical Assistant Commissioner - makes brief appearances, but his mother it is never mentioned. You are left wondering whether he had a mother at all. In any case, Biggles lives and moves in a male society, where women don't

complicate the simple issue of Right against Wrong.

Johns once attempted to create a female character, a kind of Biggles in skirts called Worrals. But dialogue with comments like "I'm sure I left it here, just by my nightie" fooled no one; Worrals was a pale imitation of the real thing, and girls as well as boys knew they were better off with Biggles.

Whatever course his cinematic career takes, there seems no danger that the great man will hang up his goggles. The books continue to sell in their thousands, and Biggles, gazing unflinchingly at the steel tenses, remains one of the most enduring British folk heroes of the century.

Colleagues of education don't teach you how to cope with that sort of thing, nor how to deal with a certain kind of parents' letter: Dear Miss Stamp, Glad to hear you are better. I am sorry to trouble you but no one seems to be able to sort this wellington business out. On Tuesday, Gillian wore her sister's boots, written inside them. Her own boots were believed to have been left at school last term. After school on Tuesday, Gillian could only find the left feet of hers and Jackie's wellingtons and brought them home. On Wednesday, she said you'd found one with "T Smith" inside it. This could well have been a worn out "I", so would you please find it again and give it to her, for me to look at. So, presuming we now have Jackie's pair, there only remains Gillian's right boot, marked with "G Smith", size 13. Wish you success in making sense of all this. Too many of those, and even the Head Mischief would be out bruising lava.

The Head Mischief's Funny Book is available from Hester's Way Junior School, Dill Avenue, Cheltenham GL51 0ES, price £2.95 (plus 30p post and packing).

Hugh David dips into The head mischief's book

When Eileen Stamp started her job at the newly-opened Hester's Way Junior School in Cheltenham 20 years ago she can have had no idea that she would become known as Head Mischief. She did, however, begin compiling a Funny Book, a collection of the quips, boops and innocent idiocies uttered and written by her pupils, and occasionally by their parents.

Now to celebrate, Hester Way's twentieth anniversary and raise money for school funds, Miss Stamp has published a selection of the best. Out of it comes a picture of a school which has obviously got its priorities right:

Dear Miss Stamp, I am glad to hear you are getting better. You will be pleased to hear that we are keeping the toilets clean and the litter is not too bad at the moment. I have to tell you a very sad thing, Michael Wooper has been making holes in the wall. Love Becky XX

There are also rather alarming insights into domestic life in Cheltenham over the past couple of decades:

I'm glad I can be page-boy when my Mum gets married. It'll be good practice for my Dad's wedding.

My brother's home from prison. He brought my other brother a boat made out of matchsticks. He says next time he goes in he'll make one for me.

You know Bill. He came to live with us when Dad left 'cause Mum doesn't like sleeping by herself.

My Mum's thinking of getting an Alsatian to look after us when she goes out all night. It'll be cheaper than a baby-sitter.

Best not to probe too deep. One can only hope that, with or without Bill, that particular Mum got back in time to receive an extra-special birthday card:

rosis era red,
vultus era blowe,
To a special Mum,
era you. XXX
P.S. You era 30

That's the nice thing about junior schools. There is time to make birthday cards - and time to talk:

Shir, are we doing the Terylene Cradle Song today?

Q: What do we mean by a modern Noah?

A: A man who knows a lot.

Lava comes from a volcano, and what's more that's what my Dad drinks.

In school we study psychics.

Brustling is when you go to the pub and have drinks.

The Head Mischief's ear is ever alert for such felicities, her Funny Book every to hand. Happily so, or posterity would have been deprived of accounts of trips to Sainsbury's Cathedral and "Pearl (Poole) Harbour" and the avowal that "My Grampy died in the war; he had three arrows in him". Then there are the profound philosophical speculations:

Miss Stamp, do you believe in God? Do you believe God made you? What I want to know is who made me, if my Mum and Dad made me, and my Gran and Gramp made them first, going back like that? And who made you?

Colleagues of education don't teach you how to cope with that sort of thing, nor how to deal with a certain kind of parents' letter:

Dear Miss Stamp, Glad to hear you are better. I am sorry to trouble you but no one seems to be able to sort this wellington business out.

On Tuesday, Gillian wore her sister's boots, written inside them. Her own boots were believed to have been left at school last term. After school on Tuesday, Gillian could only find the left feet of hers and Jackie's wellingtons and brought them home. On Wednesday, she said you'd found one with "T Smith" inside it. This could well have been a worn out "I", so would you please find it again and give it to her, for me to look at. So, presuming we now have Jackie's pair, there only remains Gillian's right boot, marked with "G Smith", size 13.

Wishing you success in making sense of all this. Too many of those, and even the Head Mischief would be out bruising lava.

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Primary conditions

ALAN KERR

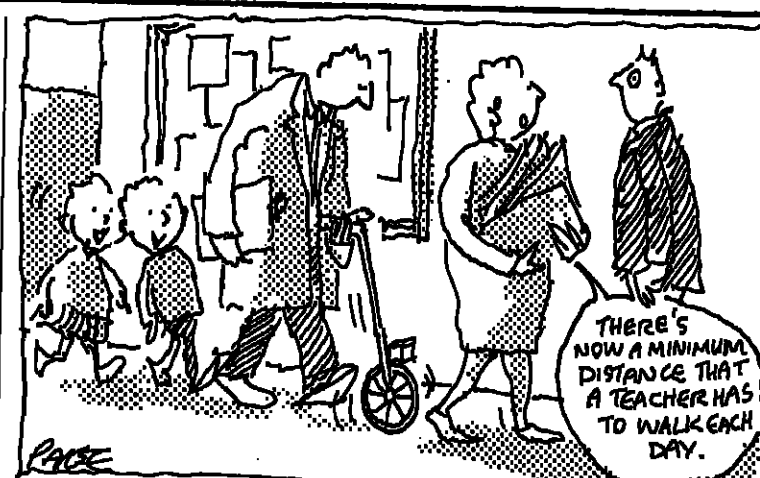
I have reluctantly come to the conclusion that more explicit definitions of what primary teachers do are required. The ACAS conditions of service panel should consider those activities which take place both inside and outside normal teaching time.

Surely it is not beyond our collective mental capacity to establish norms for the number of hours it takes to mark 32 maths books per week, or for how long it should take to prepare topics or display work each month or term. Or for how much time we ought to give to seeing parents, holding staff meetings, writing reports, talking to colleagues, reading documents, counselling children, preparing visits, organising equipment and books, devising assemblies and concerts, discussing pupils with psychologists and so on.

If we can establish how many hours should reasonably be allocated to these activities we are then in a better position to agree upon more precise limitations, and a fair contract, in terms of hours to be worked, can be drawn up. As long as the total number of hours remains similar there could be variations in how this time is used.

This greater precision should not entirely exclude an element of "goodwill" since often the enthusiasm which accompanies certain voluntary activities has a beneficial effect on children's work.

One major advantage of a contract such as this which specified the number of non-teaching hours to be worked



would be that teachers would know what their job entailed and would have the assurance that they were doing more or less the same work for the same pay, subject to allowances for experience and responsibility.

Another advantage would be that tax-payers, parents, governors, head teachers, i.e.s and ministers of education would then be aware of the number of hours teachers worked.

The ACAS panel must also be made aware of the many difficulties which arise in trying to provide individual attention, to pupils of widely varying abilities, in large classes, with a constantly expanding curriculum, where growing success in achievement is expected.

As a first stage in improving conditions of service within the classroom a class size of 25 should be agreed upon (rationally) as a maximum, and there should be a significant increase in the amount of ancillary help available to teachers.

A fixed number of contact hours per

week should be decided with adequate non-contact time provided within the normal school day. For every new initiative in the curriculum, or elsewhere, in-service training and support should be properly allocated.

In return for a substantial improvement in the conditions in which I operate I should be willing to take part in some form of supportive appraisal, and if I found that I was not so exhausted at the end of each term I should also be prepared to accept that some time in the holidays might be used for training and preparation.

As teachers, we can expect little sympathy if we are given greatly increased salaries and yet still complain of low morale, arising from difficult working conditions. I believe that if the difficulties are recognized and tackled, the quality of primary education will improve and Sir Keith Joseph, who is presented with his "Better Schools".

Alan Kerr teaches in an Avon primary school.

Agreeable appraisal

DAVID PATTERSON

It would be wrong to assume that teachers and their unions reject the idea of appraisal. Most of the unions have published reasoned and reasonable views in leaflets like the AMA's *Appraisal - Trick or Treat?*, which point out the advantages to teachers as well as counselling caution.

I also think it is wrong to assume that education authority members and officials see it primarily as a means of weeding out incompetent teachers or imposing detailed curricular control. My experience has been that teachers have found that appraisal is actually helpful in doing their jobs. A small pilot scheme which we helped to introduce into one authority in 1983 is still working and other schools have asked to join it. It is not hard to see why.

The most important reason is because it is performance management, not just appraisal. The difference is more than semantic. Performance management focuses clearly on improvement rather than mere score keeping which is implied by appraisal. It rests on the unremarkable but powerful observation that people perform their jobs better if they know that and have agreed with it expected of them and if they receive regular feedback on how they are doing, together with some support in doing it.

It is a managerial scheme; superiors review subordinates and the head-teacher's performance is reviewed too. Many managers in industry and the professions feel quite at home with

it. But it is managerial in the best sense of the word - helping people to perform their jobs better.

The main features of the pilot scheme offer some important lessons. First, the heads and teachers have taken ownership of it. Achieving that involved hard work on the ground rules for its introduction.

Second, education officers were not put in the position of preaching what they didn't already practice themselves; they had already tried it for two years.

Third, the teachers' jobs were carefully defined, in terms of their accountability for results, rather than as a long list of activities and duties. It was clear to us that defining jobs that we cleared up a lot of uncertainty people felt about what was expected of them.

Not all of the problems have been solved. Who appraises the head-teacher still presents problems for the average authority. In North America many education boards employ superintendents to manage a group of school heads or principals. That remains a possibility in this country which would provide stretching career opportunities for youngish headteachers who otherwise face another 20 years in the same job.

These and similar problems can be solved if there is a will to do so. Certain basic building blocks are essential to improving schools. At minimum they are: agreeing with individual teachers what they are accountable for, giving them feedback on how they are doing and helping them to do better.

In any organization, the arguments for not doing these things are scarcely sustainable. The evidence, from this country now, as well as overseas, is that, if performance management is tackled properly, it works.

David Patterson is a consultant with HAY-MSL Management Consultants.

Open access to FE

HARRY EVANS

Much has been written about improving access to further education and how colleges should reflect more closely the changed communities in which they now find themselves.

Suggestions include the need for a welcoming foyer and an informed and friendly receptionist; decor which reflects the cultures of the local community; improved childcare facilities and offerings for refectories and libraries have also come under scrutiny, and simplified enrolment procedures and flexible hours of attendance have been recommended.

Though much of this window dressing is necessary, it is not the whole answer. Limited access, discrimination and racism and the lack of equal opportunities can only be alleviated by more stringent measures.

In the first instance, codes of practice and procedures to be followed should be drawn up in a more detailed way, with the advice of minority

groups in the community. This at least would give such groups more confidence in the institution.

Non-discriminatory policies need to be systematically monitored with some sort of accountability, as well as suggestions for remedial action or disciplinary procedures.

Each local authority or region should create networks of senior and junior staff to advise on good practices and help those who are marginalized within their own institutions because of their views.

Authorities need to go beyond the statement added to most job advertisements about being an equal opportunity employer. Job descriptions should contain clear statements about the expected contributions to non-discriminatory practices. Targets should be set concerning curricula, recruitment and monitoring. In this way staff can develop and have their progress more effectively assessed.

As well as devising such staff training, the networks referred to above should also advise upon and develop new teaching methods and materials which show the value and worth of every individual and which develop a respect for each person's contribution to society.

Harry Evans is principal designate of City College, Liverpool.

Is breast best?

GROFF VEASEY

I first went swimming as a child, aged nine, with my school. Despite the pool being open-air, and unheated, I loved it. Until they started to teach me to swim. One stroke, and one stroke only was promulgated, with religious fervour: the breast stroke.

The breast stroke has a lot to answer for. Its zealots can be aligned with Freemasonry, Mormonism and fringe politicians, in that they steadfastly refuse to perceive any alternative. For the average emaciated schoolchild, perhaps, these odd, frog-like spasms may well be the most effective method of propulsion through water. For me, built like a barn door, the hours of practice proved worthless. I sank like a stone, within a few yards of the poolside. Eventually, my confidence reached the same depths.

I transferred to a comprehensive school - a non-swimmer. It was a fine school, if a little macho in its outlook. My housemaster ran a series of com-

pulsory after-school sessions in the pool, for water wimps. I doubt if he would get away with it today, but I'm glad he did.

Failure to attend meant misery for the rest of the week. It wasn't so much ridicule, as the sheer weight of disappointment which drove us on. I came to learn the true meaning of fear, anticipating those sessions. Until somebody coaching happened to notice that I had shoulders like a prop-forward, and a powerful leg kick. A few hours were spent explaining the technicalities of front crawl. From then on, I never looked back, except to see who I was overtaking. I cleaved the water like an Olympian, easily outpacing my amphibian contemporaries.



When my son was six, I decided that he would not suffer the same indignities. I enrolled him in a swimming club of national status. Within months, a group of dedicated coaches had him swimming. They too started with breast stroke, but as history appeared to be repeating itself, with Froggy looking like a dead duck, they intelligently switched to front crawl. His first width of front crawl came swiftly, with a badge on his costume to prove before he swam for the club in a gala, where he was seven, finishing in second place by a nose, and only once. By the time he was old enough to be swimming with the school, he was confident enough with the crawl to practise it in the sea, under my supervision.

Yet his school has persevered with: guess what? Yes, breast stroke! Exclusively. Painfully. With rapidly waning enthusiasm.

I've done a little coaching myself, and I am aware that there are those who would regard this bigotry on the grounds that breast stroke is a more stylish stroke. Are we teaching our kids to swim as a means to prevent them from drowning, or simply as an aesthetic experience?

If my cross-Channel ferry capsize in shark-infested waters, I bet I'll be one of the first to the shore. And style won't come into it.

FEATURES

Sunset training

The two-year YTS that so many hopes rest on is a model already abandoned by our competitors, Jerry Wellington says.

Full-page advertisements have been appearing in our newspapers of late, warning the Japanese of the advent of Spike Dodds, Tracey Logan, and others about to embark on the new two-year Youth Training Scheme. Spike Dodds, for example, will "begin his course by trying out several different skills before he chooses the one he'll train for through to the end of the second year". By the end of his course he will have "a skill, a certificate to prove it, and a better chance of getting a job".

This may prove true, though there is little evidence to support such optimism. But the point I take issue with comes in the next paragraph: "Our competitors in the Far East and Europe have been training their young people like this for years."

Presumably, one of the countries implicitly referred to here is Japan. The suggestion, therefore, is that Japan's education system has been training youngsters by allowing them to "try out several different skills" before choosing the one which they will train for and obtain a certificate in. This is patently untrue, and I do not need to refer to erudite publications in the bowels of university libraries to prove it.

A series of articles on the evolution of Japan's education appeared in *Look Japan* from May to December 1983. These articles, written by leading Japanese economists and educationists, indicate that the skills-based vocational training alluded to in the YTS advert may have taken place in the 1960s and early 1970s but has now been superseded by a totally different educational drive.

An indicator of Japanese misgivings over narrow skills-based training came in the 1981 publication *Japanese Industrial Relations*, Series 7.

School education now provides both general and vocational courses at the secondary level, but the general public tends to regard the former as preparing intelligent youths for university entrance and, accordingly, for better employment opportunities and the latter as accommodating the less intelligent who are to enter lower level occupations. Industry generally expects schools to turn out youths with a good level of academic achievement and adaptability and does not attach much importance to pre-employment training designed to prepare young people for specific occupations.

The first sentence of this paragraph give an early warning of the potential divisiveness of vocational curricula, discussed five years later in *TES* articles on the new TVEI (see, for example, "TVEI: very good and very bad", *TES* November 15, 1985). The second sentence indicated that the world's most successful industrial nation would encourage its youth to follow a general education rather than vocational training in the 1980s. This view is made crystal-clear later in the document:

... the emphasis (in school education) is on developing general intelligence rather than specific skills.

The 1981 statements have since become reality. In 1985, no less than 94 per cent of Japanese students stayed on for "senior high school" after leaving the compulsory junior school. Of that 94 per cent, only 10 per cent enrolled for specialist industry schools. Judging from a recent *TES* article ("Books first for industrial precursors" February 7) attitudes have changed little in five years.

Despite Government efforts to make work-related courses more attractive to students, the vocational high schools are still generally viewed by pupils, parents and employers as being second-best. The demand for places at vocational schools has declined, and many entrants are students who have failed to gain entry to a general high school.

Such enduring attitudes are coupled (both as a cause and as an effect) with the huge growth in Japan's higher education, sometimes called its "transfer to a higher education society". The proportion of the relevant age-group staying on for higher education in 1985 was just under 40 per

cent, compared with just over 20 per cent in the United Kingdom.

An important part of Japan's higher education in ensuring its industrial success was, of course, the high-level engineering education provided. At the start of the 1980s, Japan's total output of graduate engineers was between five and six times higher than ours at about 75,000, compared with Britain's 13,000 (relative populations approximately 120 million to 56 million). This poor comparison still continues at a time when Britain's information and manufacturing industries are desperate for electronic, electrical, mechanical and software engineers at graduate level.

Britain's principal area of competition with the Japanese in the next decade will almost certainly be in the area of information technology. The Alvey Report ("A programme for advanced information technology") contained a key paragraph on education for the future:

There is a requirement for a new breed of "information engineer" with a wide understanding of the potential applications of IT to industrial needs. The supply of graduates with skills relevant to IT must be increased. The undergraduate output is currently some 6,500 per year. This is wholly inadequate to meet our future requirements.

How has Britain answered Alvey's plea?

The central response to the keenly felt need for IT education has been to provide every school in the country with at least one computer and some with as many as 30 or 40. Britain's populace now has the largest number of home computers per head in the world. This is in direct contrast to the Japanese approach to computer education. The 1984 *Japan Education Journal* reported that only one in a 1,000 of its primary schools had microcomputers at that time. Less than 2 per cent of its lower secondary schools had computers and, though the figure reached 45 per cent in its upper secondary schools, computers were used largely as an administrative and management tool. The notions of "computer studies", "computer literacy" and "computer-related skills" so widespread in this country have no place in the Japanese approach to education.

The school curricula in Japan are designed to give children a broad and basic knowledge which is necessary in order to grasp and enjoy a wide range of ideas and activities. In the field of science and technology, Japanese children are taught concepts, principles and laws of basic science and mathematics, which are the basis of industrial technology. Computer technology is not yet considered to be part of the required "basic knowledge".

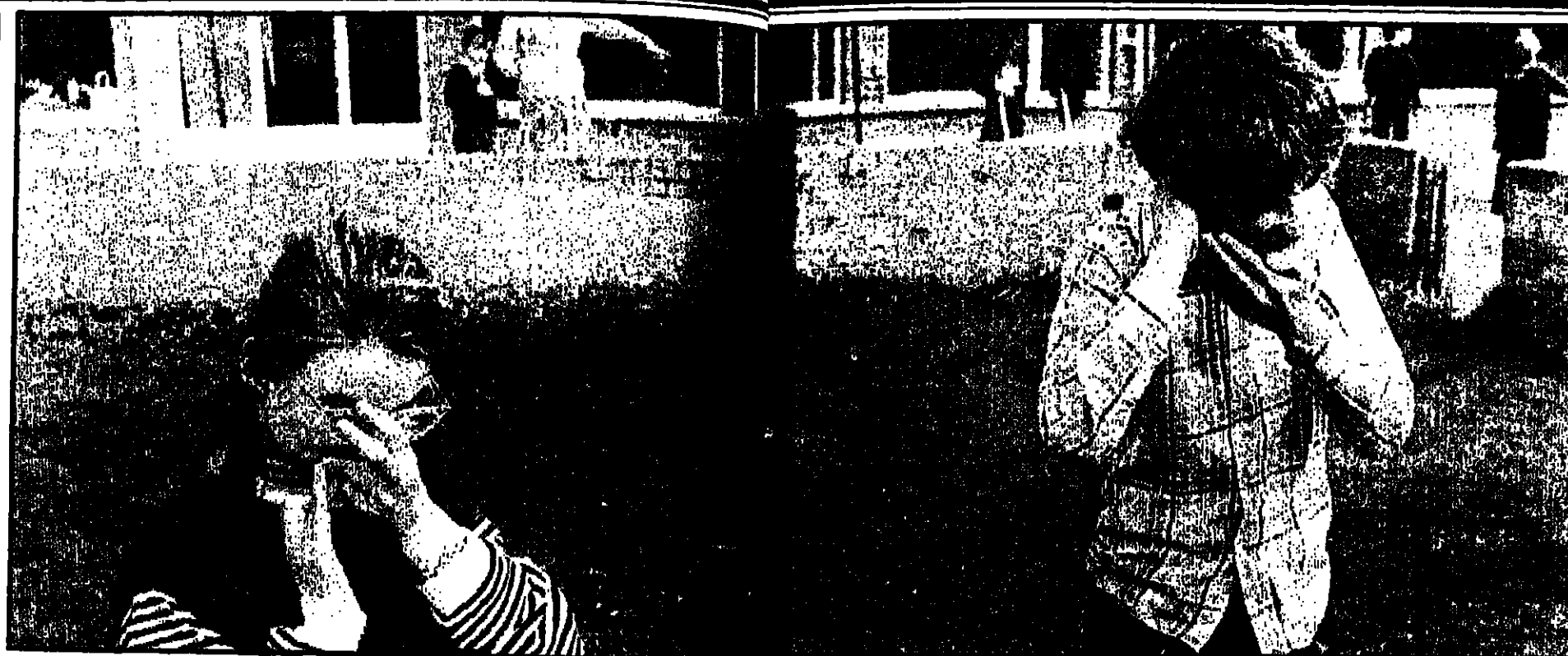
It seems that the abacus is a more common in Japanese schools than the computer. Britain seems to have fallen straight into the trap warned about by Alvey:

It is no good just providing schools with microcomputers. This will merely produce a generation of poor BASIC programmers. Universities in fact are having to give remedial education to entrants with A level computer science. Uncorrected, the explosion in home computing with its 1950s and 1960s programming style will make this problem even worse.

I am not suggesting that we should attempt to copy Japan's approach to computer education, or its education system in general. Britain's culture, its hidden curriculum and its material resources are too different to make that a possibility. What I am suggesting is that we should radically re-think our approach to vocational education (not least in the IT field) in the light of lessons learned from the Japanese, and in view of our need to compete with Japan in the development of new "knowledge-intensive" industries.

It makes little sense to develop a new and expensive programme of skills-based vocational training based on a view of a system "in the Far East" which is at best outdated and at worst purely fictional.

Jerry Wellington is a lecturer in the Division of Education, University of Sheffield.



Neither sight nor sound

Heather Welford visits one of the few schools for the deaf and blind.

Paula who is 15, has been deaf and blind since birth. Her present teacher, Norman Tait, started work with her when she was 13. For more than 18 months he needed to concentrate on teaching her the most basic forms of communication. One technique he used - over and over again - was to hold her arms and move them to and fro before a trip to the swings.

When one day Paula grabbed his own arms to enact the same gesture, he knew she had reached a crucial stage. On one level, Paula was saying "I want a ride on the swings." But far more importantly, she was also showing she would understand how one thing - in this case a gesture - can be a constant symbol of something else and that the same gesture can convey that meaning to others.

Paula is one of seven resident deaf-blind pupils in a special unit at Newcastle upon Tyne's Northern Counties School for the Deaf. There are an estimated 1,000 deaf-blind children in the UK. However, SENSE, the charity concerned with their welfare, says that Paula and her fellow pupils are among only a tiny minority receiving appropriate education. Most of the rest are in schools for the severely subnormal or schools for the deaf or the blind. Others are in long-stay hospitals or mental homes. Some are at home.

Dr Lionel Evans, head of Northern Counties, points out that although the unit has two teachers, two assistants and six houseparents at the mo-

ment, there could be, with extra staff, provision for up to 12 pupils if the spare capacity were used up.

He has written to local education authorities areas not covered by existing units, limiting applications - but with little response. It can be difficult, he acknowledges, for an I.E.A. to identify a deaf-blind child who could be helped. In addition, moving deaf-blind children from where they already are however inappropriate those placements are is not without its problems.

SENSE feels that one of the major difficulties is that the educational needs of the deaf-blind are not properly appreciated. Deaf-blindness brings layer upon layer of problems in its wake - yet the right sort of teaching in the right environment, the children can make remarkable progress.

Identically, says SENSE, deaf-blind children - and their families - need supporting by specialists from babyhood onwards. Missed opportunities can never be regained - and the resulting frustration and lack of communication can lead to severe emotional, behavioural and learning difficulties in the deaf-blind child or adolescent. However, despite the valuable work SENSE is currently undertaking with a few pre-schools and their families, the right help - if it ever comes - is not usually available until much later.

The unit at Northern Counties has one of the UK's small number of teachers especially trained in deaf-blind education. Karen Tait (married to Norman) is American, and undertook her training in the US. There is no specialist training course currently available in Britain - a situation SENSE is urging the DES to change.

However, there are teachers of the deaf and teachers of the blind in this country who have much specialized knowledge plus practical experience in deaf-blind education (see Letter, *TES*, April 11). Most teachers, together with the national charities working in the field (the Royal

National Institute for the Blind and the Royal National Institute for the Deaf), nevertheless point to the need for more specialist training. The exact form this should take is an area of current debate.

Deaf-blind teaching needs an approach of its own, though it borrows elements from techniques used with the deaf and with the blind. Basic communication is a huge hurdle when the routes of both sight and hearing are cut off. How far can you go with signing and finger-spelling (the hand and finger movement used with the deaf), for example, when a child cannot even see your hands clearly?

Much of the teachers' work with deaf-blind pupils is done one-to-one. Each child has such different and individual abilities and disabilities. Many, for example, have some remaining vision or hearing, however slight. Some have other handicaps in addition to the deaf-blindness - though loss of sight and hearing can mask a perfectly normal intelligence and make assessment of a child's true potential very difficult.

Further, it is not uncommon for abilities and skills to be wildly inconsistent in the same child. One of the boys at Northern Counties for instance, can tie his own shoelaces - but he finds cutting pictures out of a magazine almost impossibly difficult.

"Communication with a deaf-blind child begins when you find out what motivates him," said Norman Tait. "With Paula, it was the swings. With another child it might be a torch he can switch on and off to stimulate what little vision he has. One of our children would just about kill to be allowed to climb trees; another of them loves coffee." Discovering this "key" can lead to the teacher presenting the torch, the swings, or the cup of coffee as a reward (for concentration, or a task completed) and as a recognizable and predictable event in the day.

Helping the deaf-blind child make sense of his surroundings, to learn that each day can have a structure, that he can get involved in and take control of what happens to him - all these are a major part of the unit's teaching. With a 16-year-old Helen, Norman Tait has a sort of three-dimensional timetable to help her understand the daily sequence of events. It is a piece of card measuring about 15 inches by six inches, divided into sections. From left to right, the sections each symbolize Helen's activities. Sello-taped to one section is a spoon (breakfast); to another there is a cup (drink); in another section is a picture of a green towel (meaninging massage - Helen has *spina bifida*). A fork means lunch and a picture of a face means a drawing session.

Many teaching materials in use at the unit - particularly ones designed to develop manipulative skills - are made within the school itself. There is a great dearth of good equipment and materials for this tiny market.

For a deaf-blind child, it is important that every small action involves him in a learning process, to help him escape from a trap of total passivity, perhaps punctuated by outbursts of anger and distress. So when Karen Tait helps 11-year-old Andrew with his shoes, she makes sure he feels the shoe inside and out, and she makes him follow, hand over hand, and where possible copy, her own movements as she puts it on and fastens it.

Andrew, Paula, Helen and their colleagues are among the luckier deaf-blind children. Members of SENSE and other campaigners feel strongly, though, that access to the right sort of teaching should have nothing to do with luck. It is only with finance, plus DES commitment to a nationally co-ordinated plan for long-term provision, support for the families involved and specialist teacher-training, that there is any real hope for the future.



Norman Tait usually works one-to-one and often has to use homemade equipment.

Where there's a will . . .

... there's usually a way, says Jane Lones, but handicapped students who want to go to college in 1987 need to get cracking now.

Unless much preparatory work is done in the first year of A levels it may be necessary for disabled students to delay college entry for a year in order to find the right place and make the necessary arrangements. For students with disabilities who are unsure of their potential and choice of subject area, the "year between" may be a sensible decision. But others find it a wasted and frustrating time with little or nothing available to fill the gap. Statements in university and polytechnic prospectuses that applications from students with disabilities are welcomed may lead to the false assumption that all courses are suitable for all students regardless of handicap.

The joint advice of the careers officer for special needs and the careers officer specializing in higher education should be sought to produce a short list of universities and colleges for further exploration. It is difficult for a realistic prediction of grades to be made after less than two terms study so students are advised to consider a range of establishments and courses, including those with a lower grade intake. Three A levels, or the equivalent, are quite taxing for most A level students and, with the addition of a handicap, a student's performance may be lowered a little through sheer tiredness at examination time.

Telephone calls to admissions officers are then recommended. In some cases the call will be transferred to the co-ordinator for disabled students. General advice on the campus and information about whether all departments are accessible to wheelchairs can be obtained. Some will volunteer special facilities which are available, such as those for hearing-impaired students at Durham.

Most will be happy to allow the student and family to make an informal visit during the summer and the importance of this cannot be over-emphasized. Disabilities vary greatly and a visit will allow the student to explore the size and topography of the campus as well as access to all the main buildings.

As a result of these visits, the student's list of possible establishments may be shortened and at the start of the autumn term there is considerable urgency to make contact again as many universities and colleges prefer to see the student for interview prior to the UCAS application. Telephone calls are recommended, sometimes speaking directly to the department concerned and, as far as possible, arrangements are made for the student to be seen by academic and medical staff as well as the accommodation office at the same time. Occasionally an overnight stay is necessary. It is usual for an indication to be made about whether the student would be likely to be given an offer if a formal application were made.

Student accommodation for disabled students is of two kinds, in specially designed buildings such as those provided at Southampton and Sussex universities or halls of residence where minimal adaptations for specific students are made. Students and their parents may need counselling to accept that they can survive with less than perfect facilities. Few establishments have the funds to make extensive alterations. With encouragement, students can find their own way around problems. Acquisition of an electric wheelchair, for example, may ease and speed up mobility and provide a student with a new level of independence on a widespread campus.

Will the student meet with prejudice? Rarely, but even a young person with severe physical disabilities who shows commitment to a subject, determination, independence of spirit and adaptability can win the support of the most suspicious interviewer. In the unlikely event of a frosty reception to the first telephone call, you may not be talking to the best person and the National Bureau for Handicapped Students, 336 Brixton Road, London SW9 7AA will try to give the name of a designated contact who will ensure the potential applicant receives sympathetic consideration at an informal interview.

The UCAS and PCAS forms must be com-



pleted before the deadline and the interviews should be completed in time for a realistic list to be prepared. If not all spaces for the five choices can be filled in time, then additions can be made by writing to UCAS with the additional information by April.

For students needing help with their personal care or special equipment, there is still more work to be done. All students requiring personal care help should write at an early stage to their home social services department requesting aid with the funding of their personal care - even if at this stage they do not know where they will be met. The pattern of carers employed varies from paid carers and community service volunteers to Community Nurses. Much will depend on the individual's need and local arrangements. It has to be said that nationally this is inconsistent. For some individuals it takes several weeks in the first term to get used to new routines and "directing" carers for the first time.

Specialized equipment may have to be ordered and payment arranged. In some cases, considerable sums of money may be involved. For example, an electric wheelchair not essential on medical grounds can cost the student more than £3,000. Sometimes, a local education authority may extend the £555 extra allowance which disabled students may claim to purchase computerized equipment for note-taking and essay writing but when the cost is more than £1,000 they may not. Students needing computerized communication aids should always approach their authority well in advance. Some I.E.A.s will have specific funds available for communication aids under a new category of education support grant announced recently. When all else fails, there are charities: COMET for computerized equipment, and the Snowdon Award Scheme whose awards are less specific.

Applications for financial help from these charities has to be made in the early spring and there is competition for the limited funds available. All this has to be arranged while the student is supposed to be studying A levels and help is greatly appreciated. But who will help the supporter?

The sensory-impaired students may be served by organizations such as the Royal National Institute for the Blind but students and their advisers can get help and advice from the National Bureau for Handicapped Students (NBHS), which publishes comprehensive series of information sheets.

Students who have specific points or problems to query should do so after having read the information sheets. But questions such as: "Where shall I go to study English?" are unanswerable. Only students can find whether the course is biased towards their interests; only by exploring the campus personally and seeing how they can cope can a choice be made. Students with a disability must do this for themselves - and for entry in 1987 they need to get started now.

Dr Lones is senior mistress of Lord Mayor Treloar College, Alton, Hants and a member of the NBHS higher education working party.

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Frayed edges

Philip Jacobson on the grim message of the maps

Zones of Conflict: An Atlas of Future Wars. By John Keegan and Andrew Wheatcroft. Cape £10.95. 0 224 02078 1.

If Libya and Colonel Gaddafi have lately been the chief preoccupation of US military planners, the Reagan administration's deepening involvement – some would say adventure – in Central America has always appeared to pose a more serious long-term threat to relations between East and West. Just back from an assignment in Nicaragua, I was interested to see what the authors of this intriguing survey of the world's present and potential trouble spots had to say about the region. More to the point, since the book aims to explain why certain areas are natural zones of conflict, what further calamities await this blood-drenched little isthmus?

As the short section on Central America observes, Uncle Sam has been imposing his power on the nations in his back yard as long as anyone can remember, and the policy makers in Washington are still at it today. US interests require "a collection of politically harmonious governments" throughout the region, doing what they are told by the superpower up north. Some hope. The Middle East apart, there is no other corner of the globe where neighbouring states detest and distrust each other with such deep and abiding vigour. Throw a wild card like the Marxist Sandinistas into an arena of such pent-up instability and you have most of the ingredients for trouble. To make sure you get it, add the obtuseness of a succession of US administrations in dealing with the destiny of those countries. In the cutting words of the authors, "with only the most cursory interest in their histories and little understanding of their political heritage".

The same cool and perceptive eye is applied to other notoriously flammable regions, from Afghanistan to Zaire, by way of Lebanon, the Falklands, Kampuchea and the rest. With the help of excellent and imaginative maps, the book sets before general readers the raw material that goes into the calculations of military strategists the world over when contemplating an attack on



another country or preparing to defend themselves against outside aggression. Where you and I might see only borders, beaches, cities and countryside, those whose business is war perceive a chessboard comprising all the factors that will matter if and when the shooting starts. There is a world of vulnerable fronts, natural lines of defence, choke points, targeting schedules, assessments of climate and economic capacity.

According to the authors, our uneasy world currently contains 140 armies, a dozen great navies and air forces, five strategic nuclear forces and "the beginnings of a military apparatus in space". Quite enough, you might think, to ensure a more or less continuous series of wars, large and small. Yet the book offers encouragement of a sort: thanks to a combination of geographic, economic, climatic and political restraints, "the places in which military power can actually be applied are comparatively few". For one thing, the majority of armies are too weak/incompetent/equipped to contemplate fighting anyone else's and are best regarded as internal security forces. As a result, the authors contend, it should be possible to identify fairly clearly regions in which the risk of real conflict is, or will become, much higher.

Twenty-seven such high-risk areas are identified, from the "new frontiers" of Amazonia, where the relentless expansion of Brazil is seen as imposing dangerous internal strains on that country, to China and its "zone of vulnerability" along the Manchurian border, where large numbers of Chinese troops are eyeball-to-eyeball with the Red Army and have been clashing periodically for the past 25 years. In the light of present events, the section on South Africa is particularly interesting. With more than enough military

muscle to handle any combination of the weak nations surrounding them, South African strategic planners concentrate most of their energies on preventing the sort of guerrilla infiltration that marked the war in next door Zimbabwe.

Eight years ago, the government in Pretoria established a six-mile deep security zone along the entire length of its 1,300 miles of frontier, designed, the book contends, "to filter out all threats before they can reach the centres of population". The same considerations determine internal security policy: virtually all the black townships were carefully laid out with an eye to the day when it might be necessary to cordon off large areas of unrest and flood them quickly with troops and police. It is noticeable, too, that few townships are located on high ground, which would make them more difficult to assault. Yet who today could disagree with the book's conclusion that for all its modern firepower and massive security apparatus, "South Africa's problem is war on too many fronts"?

Conflict in Namibia, an economy severely weakened by its reliance on the price of gold; the endless, draining requirements of financing a police state; growing hostility among former friends in the outside world. "Fighting on all fronts, she is winning on none," the book concludes, and in the absence of white leaders with the vision and courage to change the nation's course, there is no reason whatsoever to expect anything but a worsening of the apparently unstoppable momentum of urban violence.

At the end of the day, of course, judging where tomorrow's wars are most likely to break out is perhaps the least part of the equation, a job that any competent intelligence service should be able

to handle. As the authors acknowledge, it is infinitely trickier to predict when and how things will start going wrong. Consider Nicaragua again: the old pattern of Yanqui intervention there – a limited invasion, occupation of the key cities and the installation of some thoroughly corrupt dating local regime, eg the appalling Somoza dynasty. There is no precedent, the book points out, for the US waging full-scale war in Central America (something that would certainly unleash an unprecedented wave of animosity throughout a region where there is no great love for the gringos at the best of times).

But nobody I have ever spoken to about the US-backed "contra" guerrillas – not the American spooks who train them, not even their own leaders – believe for a moment that the Sandinistas, with their formidable military capacity, can be overthrown by this raggle-taggle, notably unmotivated bunch, whether or not President Reagan finally gets his controversial \$100 million aid package past a decidedly hostile Congress. So how should we read Reagan's apparently unshakable belief that Nicaragua poses a direct and deadly threat to the US? Logically, if his cherished "freedom fighters" are not up to the job, Uncle Sam will have to send his own boys into Nicaragua once again.

I'll leave the last word to Dr Henry Kissinger, minister of the sort of strategic realpolitik with which this book concerns itself. Believing himself to be speaking off-the-record, Dr K pointed out recently that Reagan and his most hawkish advisers could not have it both ways on Nicaragua. "Either the analysis is wrong or the solution is wrong. It cannot be that it is such a vital issue and it can be solved with only one hundred million dollars."

that instruction, and suggest in the same spirit a dip into *The Great Crash* by J K Galbraith, when by the summer of 1929 "the stock market not only dominated the news. It dominated the culture". So it was in 1720.

The relevance of Mackay's book the last time it was reissued, in 1932, was plain to see. What similar message is conveyed by its reappearance today? Is it a warning in advance of the Big Bang in the City of London later this year, of which, if they are not careful, some of the volunteers for Mrs Thatcher's Popular Capitalism may feel the blast? Legislative controls, self-regulation, watchdog committees, consumerism have all sprung up and are for ever being refined. But there is a bit of a South Sea breeze blowing through financial markets at the present time. "The public mind," Mackay noted, "was in a state of unwholesome fermentation. Men were no longer satisfied with the slow but sure profits of cautious industry." Confidence, the factor that first inflates and then punctures the balloon, is currently sustaining some dizzy high prices and a vast accumulation of debt.

The black shadows of our age, the attempted extermination of the Jewish race and the mutual assured destruction that is the rationale of nuclear armament, whatever delusions they may contain, are too vast and sombre for the type of treatment characteristic of Mackay. But we continue to spawn less menacing follies. The fine art market, fawned by forgery whose products it then embraces by transmuting them into objects of high value, is reminiscent of the "tulipomania" of 17th-century Holland described here: With orthodox religion and medicine losing some of their authority while unorthodox varieties of both take over, there will be no interruption in the supply of new and extraordinary popular delusions. What might not Mackay have made of the Satanists and impeccable anti-Satanists sprouting in East Sussex?

Towards the stronger self

If Not Now, When? By Primo Levi. Translated by William Weaver. Michael Joseph £10.95. 0 7181 2668 8.

This is a book which describes a little known aspect of the Holocaust. A band of Jewish partisans make their way from the borders of Russia and Poland to Italy, sometimes fighting alone, sometimes with Russians or Poles in more or less uneasy alliance.

A Jewish partisan seems almost a contradiction in terms. These men are watchmakers, farmers and textile workers who have never held weapons before and have no military tradition. One of their number, Pavel the actor, tells a story to illustrate the Jewish reluctance to kill. When the students of a rabbinical school are being taught to shoot by the recruiting officers who have suddenly descended on them, they learn well. But when the regiment is sent to the line and ordered to fire, nothing happens, nobody fires. Their officer questions them angrily and one answers, "But these aren't cardboard outlines. They're men, like us". The Russian partisan leader, who has come in on the end of this story, hears it out with stony contempt.

Even in such desperate circumstances between groups of partisans fighting side by side, prejudice, though not universal, is never far from the

surface. All that the Russians and the Jews have in common, Levi writes, is courage, and even that is courage of a different brand. What marks out the Jewish partisans from the rest is that they are no longer fighting for their homes because these have already been wiped out. "... you invented your own destiny," Captain Smirnov, the Russian commander of the Glogau camp says. "I admire you and your companions, and I also envy you a little."

There are other important exceptions to the rule of prejudice: Edel, the Pole, and Piotr, the Russian partisan who chooses to remain to the end with the Jewish band. "Everybody is somebody else's Jew", just as the Pole is the Jew of the German or the Russian. Even the German soldier who captures a Jewish partisan and offers him a final wish, is some sort of exception. He has found a flute on the Jew and is a musician himself and loves music. The Jew asks to be allowed to compose a last song and the German gives him half an hour to do it. The final line of the song is taken from the Talmud and provides the title for the book. The German is proud of the song and shows it to people.

Although the story is seen chiefly through the eyes of Mendel, the watchmaker, the real hero is perhaps Gedaleh, the leader of the band, an

Ariel-like spirit with a love of playing the violin. Mendel is earth to his air, but all of them share a goodness and a humanity that pervades the book. Only towards the end, when in the postwar chaos they kill 10 Germans as a reprisal for the murder of a woman of their band and Mendel says, "Blood isn't paid for with blood. Blood is paid for with justice," do these people seem a little too good to be true.

But the book must be read partly as an allegory, an epic journey towards the discovery of a stronger self that can survive suffering and hardship without loss of humanity. Despite its horrors, the book is an affirmation of life and the taste it leaves behind is clean and good.

Jane Corbett

Ignazio Silone's Fontamara (Everyman Fiction £4.50) uses a peasant narrator to show how a totalitarian state cannot coexist with the inhabitants of a southern Italian village, with their natural sense of justice and independence. Contrasting peasant simplicity and fascist corruption, the novel, first published in 1933, and now re-issued in Eric Mosbacher's translation with an introduction by Michael Foot, is a classic indictment of Mussolini's regime.

Robin Buss

First green, then gray

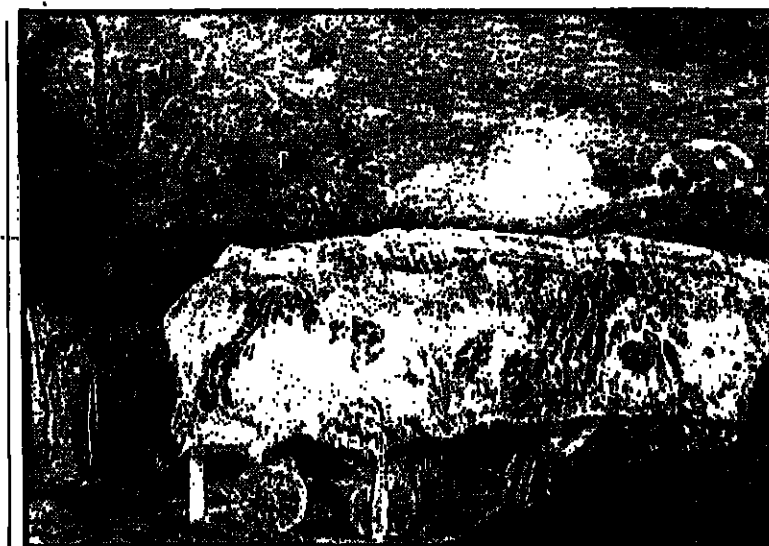
The Parting Light: Selected Writings of Samuel Palmer. Edited by Mark Abley. Carcanet with MidNAG £8.95. 0 85635 619 0 and 0 904790 52 5

Art history of a more haphazard sort has Samuel Palmer down as a "Blakean". Certainly Palmer knew Blake and learned from him. To play down the link is by no means to play down Palmer, but merely to ease him out from under Blake's rather chilling shadow.

Palmer's early and best work, inspired by the countryside around Shoreham in Kent, shows something of Blake's visionary touch. Palmer, though, was possessed of a more literal conception of "vision", one which was physical and literal even when it seemed most transcendent. A picture was neither a slavish imitation nor an exercise in disembodied form; the aim was to capture "the whole at once". The ideal art was a combination of "ANATOMY AND SENTIMENT", emotion tempered with an organized, detailed knowledge of the form of things, interior and exterior.

Palmer left no writing on a par with Blake's (his poetry is thin and slightly disappointing) but even so there is ample matter in Mark Abley's collection. Palmer was obsessed with literature and much of his inspiration came from the written word; letters to Leonard Rowe Valpy written in 1864 have him projecting a set of designs on Milton's "L'Allegro" and "Il Penseroso".

By this time, his late fifties, Palmer had undergone a steady darkening and disintegration of the pure Kentish vision of "The Flock and the Star". And he had suffered the harshest possible education in "SENTIMENT". The son by whom he had set such excessive store died in 1861. Always a man ready to be disappointed when he was not



"Landscape with Barn, Shoreham"

already self-pitying, Palmer was shattered. He had little success with his work, few commissions or sales, little critical acclaim, and as he aged, was increasingly borne down upon by grief and a sense of failure. In later letters he took to signing himself "A Vapour", "The Crushed Worm", "A Blank" or "Nogo".

He certainly lacked Blake's vigour. Where Blake saw crisis, purgatory and a new dawn, Palmer saw only the old idyllic rural world slowly extinguished by modernism and radicalism. His conservative temper and churchly instincts left him more and more out of step. Quite unlike Blake, he was constitutionally unable to actualize conflict or crisis in his art. His dependence on the static, peaceful countryside changed into a dependence on literary models. When he attempts something dramatic and dynamic – as in the sketch "I Beheld Satan Fall like LIGHTNING From Heaven" – it becomes a decorative parody.

The Parting Light reveals a man unable to express his vision centre. His sketches are exquisitely detailed but they fail to add up to anything substantial. For all his conviction that Nature

was the "veil of Heaven", after Shoreham Palmer could never quite break through. The "real charm of art seems to me not to consist in what can be best clothed in words, or made a matter of research or discovery". Even so, words rather than paint became his medium, the imagination synonymous with "poetry".

Fortunately, as the letters indicate, he had his moments of happiness. His honeymoon, two years on the Continent, was an education in both art and emotion. Poverty is easier to bear in unfamiliar surroundings, Palmer was in love, and had the anatomical greatness of classical and Renaissance art to sustain him. Writing home, he likes to play the Englishman abroad; even so, the spectacle fascinated him. The acuity of his eye is deceptive. His veil of Heaven had very little to do with Kent, and his most important work emerged entire from some inner vision that he was unable to sustain or recapture. Over his later years, a desperate sadness hung, painful even where most beautifully expressed: "We are first green, and then gray, and then nothing in this world..."

Brian Morton



Boggle

"I never fail to be boggled at the way some people earn a living," wrote someone the other day. Is boggle really a transitive verb meaning to amaze? No, it isn't.

Shakespeare knew what it meant, as in "You boggle shrewdly, every feath-

er starts you." Starts meant startles, and shrewdly meant intensely. The verb boggle is apparently from the noun bogle, and Tam O' Shanter rode home after a steamy evening in Ayr, looking round "lest bogles catch him unawares". The bogies, bogey-men and bugaboos (all related) now carry breathalysers.

When a horse took fright, and shied for no apparent reason, it was supposed that it had seen on the road ahead something invisible to the rider: a bogle or spectre. The horse was said to be boggling. This is the true meaning of the verb, which is intransitive. So in 1598 it was written that "steeds should not with affright boggle", though obviously some did. Hence

came the meaning to hesitate or demur, and Peppys complained like many since that Parliament was "still bogging at the raising of this money". There were later meanings, like to quibble or to bungle, but it is only recently that boggle has been used as the first quotation above; and as in the combination mind-boggling. I have just heard another novelty: "Bemused, the dog sat back on his haunches and boggled his unflappable visitor." Ouch.

It is correct to say that the mind boggles at something. It is incorrect to say that something boggles the mind. But that's not going to stop anyone.

W. S. Brownlie

Struggling in the dark

Teachers: First-hand views of the classroom crisis. By Frank E. Huggert. Weidenfeld and Nicholson £10.95. 0 297 78791 8. Rescuing the Comprehensive Experiment. By Bernard Barker. Open University Press £20.00. 0 335 15141 8. £6.95 (pb) 15116 7.

"In all my travels," says Frank Huggert, "I found no one who had a kind word to say about Sir Keith Joseph." All politicians and parents ought to read *Teachers*: this is where they will hear what it feels like to be teaching in the mid-Eighties. Frank Huggert is a good listener. His 50 teachers (from all sectors) speak to him in their authentic voices. They are, in their variety, undoubtedly representative: variously enthusiastic, bitter, reflective, dedicated, demoralized, they are virtually unanimous in feeling undervalued and misused by the present government. Some have fled to the independent sector. Most stay within the state system, frequently uncertain of their function, certain only that the "crisis" of Huggert's title is well-warranted by the deteriorating conditions of their work. For some the "comprehensive experience" of Bernard Barker's title is a struggle in the dark.

Barker's critique of the present condition of comprehensive education is, page by page, fierce, articulate and persuasive. He sees (and sees himself as a headmaster working within) a system radically handicapped by its subservience to public expectations and to models of education that the common school was intended to displace: while the curriculum is conceived principally as a set of traditional specialisms within which children are labelled "academic", "able" or "less able", the broader purposes of the comprehensive school will remain unrealized.

Barker's specific and astute criticisms of current styles of school management, of prevailing approaches to pupil assessment or of government sponsored vocationalism in schools, unfold with the eloquence and conviction of the sensitive insider for whom the problems are, daily, urgent and inescapable. He knows that teaching methods for the majority of pupils are too frequently those to which only an academic minority will respond;

schools still overvalue the kind of achievement that comes through isolated, individual effort and fail to give proper recognition to the broader intellectual and social benefits that group work makes available.

At this specific, relatively modest level Barker is easy to sympathize with. He is much harder to follow in his pursuit of the "comprehensive experience" of his vision. Between his particular analyses of our present problems and his attempts to generate an "image of what common schools are about" there are sharp discontinuities of perception and language. It is no doubt true that "a radical reform of teaching methods is an essential part of the strategy to rediscover talent and merit in the common school". However, Barker places too much faith in the general effect of particular remedies, in the power of schools to develop "learning activities that unite rather than divide neighbourhoods and that lead naturally to a self-governing society".

His language, otherwise so sharp and truthful, clouds as he attempts to summon an image of the comprehensive school within which we can see the supposedly inevitable connections between appropriate teaching methods, united neighbourhoods and a more democratic society. And in pitching his claim so high, he risks undermining the value of his best insights. For Barker "the principles of a common education" entail a commitment to "the health of society and groups rather than individual progress". This false opposition between the collective and the individual (how can educators even think about the group except in terms of the individuals who constitute it?) is the key element in an image of a "common education" that refuses to take graspable shape.

For all his undoubted generosity of spirit, there is little substance in the common culture for which Bernard Barker yearns. He attacks subject specialization because it "fosters diversity, encourages differences and devalues ordinary experience". A culture in which "ordinary experience" is valued above the diversity and difference that education should encourage through its extension is no culture at all.

Roger Knight

ALLEN & UNWIN

Education in Recession

Eric Hewton

This is a sure-footed analysis of the effects of reductions on the schools. It is also a good primer in educational finance and the theories of change and policy making.

The Times Educational Supplement
February 1986 207pp
0 043790038 HB £15.00
0 043790046 PB £5.95

Reading Children's Writing

A Linguistic View
John Harris and
Jeff Wilkinson

In this book the authors offer a new and hitherto unexplored approach on text/organisational methods of analysis for children's writing. In particular, the book considers 'whole' texts produced by children of either junior or lower Secondary age and the organisational features of narrative and non-narrative writing; the use of vocabulary; and the evaluation of children's work.

February 1986 224pp
0 044070217 HB £20.00
0 044070225 PB £5.95

Action Research in Classrooms and Schools

Edited by David Huxley,
Ted Cuff & Tony Cassidy

Without the intensely theoretical flavour of much writing on education, this book presents a series of rigorous investigations – ranging across curriculum and age group – conducted by teachers in their own classrooms and schools.

May 1986 240pp
0 043701647 HB £20.00
0 043701645 PB £7.95

Questions in Aesthetic Education

H. B. Redfern

This book gives a detailed and comprehensive discussion of a complex yet important topic, and shows the need for a better understanding of the theoretical problems in aesthetic education. Through its elucidation, the book challenges the persistent linking of 'aesthetic' with 'creative' and the consequent neglect of critical reflection.

May 1986 208pp
0 043701566 HB £18.00
0 043701574 PB £6.95

Allen & Unwin (Publishers) Ltd., PO Box 18, Park Lane, Hemel Hempstead, Hertfordshire, HP2 4TE, England, United Kingdom.

Extraordinary Popular Delusions and the Madness of Crowds. By Charles Mackay. Faber £5.95.

"This book has saved me millions of dollars," the American financier Bernard Baruch is supposed to have said. That is as good a recommendation as any other for the reading habit, and even those without millions of dollars to be saved may derive some profit from it. The comment came when the book was reissued in the United States after the stock market collapse of 1929. According to his biographer, Baruch weathered that catastrophe in pretty good shape by following his old rule of getting out when he had made enough without waiting for the market to peak. That is precisely what the victims of the South Sea Bubble and the Mississippi Scheme failed to do. Accounts of those two almost simultaneous storms of speculation, one in London; the other in Paris, form the beginning and the best of Charles Mackay's minor classic.

In his preface to the first volume in 1841 he promised to write a second to include a survey of alchemy and its modern extension into Magnetism, should the first be favourably received. It was and he did, throwing in for good measure a history of the crusades and a discourse on witch mania. Religious delusions he purposely excluded since a mere list of them would alone be sufficient to occupy a volume. But he could not resist a section on relics. Other miscellaneous topics include "the influence of politics and religion on the hair and beard", haunted houses, and the popular admiration of great thieves. The whole in this new issue comes to more than 700 pages.

Charles Mackay was a writer of Scotch songs and verses, now forgotten south of the border anyway, though his "A Good Thing Coming" (another popular delusion?) is reputed to have sold 400,000 copies. He was a journalist with the *Morning Chronicle* and was briefly editor of the

Tulipomania

T J O Hickey on a perennial classic

Illustrated London News. He describes with relish manifestations of collective avarice, credulity and gullibility. He moralizes but does not theorize. Seventy-five years, and Sigmund Freud, were to come before his subject matter was put in a theoretical framework in that amazing treatise-tract, *Insults of the Herd in Peace and War* by Wilfred Trotter.

Mackay's method of exposition is narrative not analytical. His posture that of rational enlightenment. His tone the sceptical sermo-mockery of his countryman David Hume, or Edward Gibbon in contemplation of the early Christian church "sapping a sacred creed with solemn sneer". It is interesting to note that Gibbon's grandfather was a director of the South Sea Company and was fined £96,000. The historian directs his scorn not at the promoters but at the parliamentary proceedings which effected that and similar mulctings. "On these ruins," he wrote, "and with the skill and credit of which parliament had not been able to despoil him, my grandfather, at a mature age, erected the edifice of a new fortune. . . and I have reason to believe that the second structure was not much inferior to the first."

The Mississippi Scheme was the product of the brain of John Law, another Scotsman, on whom Mackay passes charitable judgment; neither knave nor madman, but "one who understood the monetary question better than any man of his day; and if his system fell with a crash so tremendous, it was not so much his fault as that of the people among whom he erected it," is the French. Law, who was a powerful mathematician, spent his young manhood as nomad or

fugitive on the Continent supported by the formula he had worked out to beat the system of gaming houses. He was also a practical student of the principles of credit, capable of devising genuine policies for financial reform. The Duke of Orleans, as regent after the death of Louis XIV, provided him with the opportunity of trying one out.

The similarities with the South Sea Bubble, which was bursting on the other side of the Channel at almost the same time, were very close. Both schemes had their origins in the ambition to repair the national finances, after Louis' extravagance in one case and Marlborough's wars in the other. Both sought to pay off the national debt, and both engendered a furious financial fever before toppling over. They were worked by mirrors reflecting: the grant of monopoly in trade with some fabled region in the other hemisphere, paper money, the joint stock company, and the creation of credit. Mackay recounts with verve, if not always perfect clarity, the speculative details and moral extravagances, the collapse of confidence and the revenge taken on the instigators.

He concludes, "The South Sea project thus remains, and it is to be hoped, always will remain, the greatest example in British history of the infatuation of the people for commercial gambling." That was revised in the second edition to "until 1845" and the outbreak of the Great Railway Mania of that year. The London Library copy of the first edition has a note confidently pencilled in the margin at that point: "read the commercial history of Bombay from 1863 to the catastrophe of 1865." I pass on, without obeying,

BOOKS IN CLASS

Textbook prize

This week we announce the inauguration of a Schoolbook Award, to be administered jointly by *The Times Educational Supplement* and the Educational Publishers Council, with the assistance of the National Book League. The new Award will be presented at the same ceremony as *The TES Information Book Awards* in November.

A £500 prize will go to the author (or if appropriate will be divided among author, editor and illustrator) of the most outstanding schoolbook to be published in the category specified for the year. The Award may be won either with a single book for use in class, or with a representative book from a graded series; entries will normally be non-net.

While not wishing to be inundated with material, the judges may need to see some books in context and will, therefore, be prepared to look at accompanying resources. One copy of every entry, clearly marked *TES Schoolbook Award*, should be sent directly to each of the judges, one to the Executive Secretary of the Awards at the National Book League and one to the Editor of *The Times Educational Supplement* (this last should be clearly differentiated from any review copy sent in the normal way).

No more than five books may be entered by any one publisher and no book may be entered simultaneously

for the Schoolbook Award and for *The TES Information Book Award* (if a book seems on the borderline between these two competitions, publishers must decide for which they wish to enter it).

This year's category is Primary - books for children up to the age of 11. The judges will be Mary Jane Drummond, lecturer in the Cambridge Institute of Education; Geoff Fox, senior lecturer in education at Exeter University; Gerald Helge, head of Henry Balfour Middle School, Nuneaton; and Hilary Minns, head of Courthouse Green Primary School, Coventry; together with the Editor of *The Times Educational Supplement*.

To be eligible books must have originated in Great Britain or in the Commonwealth between September 1, 1985 and August 31, 1986. The opening date for receipt of entries will be June 1, 1986. No proof copies can be considered. While routine press information may be appended to any book submitted, publishers are asked to refrain from direct communication with the judges. All enquiries about the Award should be directed to Sarah Morgan, Administrator of the Award at the National Book League, Telephone (01) 870 9055/8 Ext. 1.

Details of this year's Information Book Awards will be announced next week.



CHILDREN'S LITERATURE

There comes a time in every small child's life when he or she seems to develop a sense of humour which makes the parents groan. So while you or I may not thrill to the latest four volumes in the *Wendy's Little World* series (by Rod and Cher Hull, Hodder and Stoughton 75p each), the play school child will giggle for hours at *Emu's Sports*, *Emu's Animals*, *Emu's Tell the Time* and *Emu's Work*. The latter is especially to be appreciated for the harassed solemnity which Emu, like so many adults, applies to his tasks. As a plumber, wrenching a squealing tap with his beak, he is absurdly true to life. Another television character, Yorkshire Television's Benny the dog, is slightly more serious, but the recent series of four Benny books by Diane Wilmer and Nicola Smee (Collins 75p each) each end with a typical infant joke. *Benny and the Jumble Sale*, *Benny and the Builders*, *Benny and the Football Match* and *Benny at the Fair* each resolve a mildly frightening adventure with a smile: a familiar pattern to many a pre-school day. Yet another series of four cheap books from Collins, *The Cubby Bears* (75p each) by Elizabeth Laird and Carolyn Serene are, however, totally devoid of humour. *This family of stuffed toys have a Birthday Party*, *Go Camping*, *Go Shopping*, and *Go on the River*. Sleepy stuff.

Everyone's favourite bear is Paddington, of course. Michael and Karen Bond have started a new series for Hutchinson, *Paddington at the Airport* and *Paddington Posts a Letter* (£3.95 each) are board books which will appeal to three-year-olds. They are slot books, containing a detachable piece of card which is posted through a hole in each page, following the progress of the story. They too have a humorous slant, and are well illustrated by Toni Gaffie, and contain a spare post-

ing piece of card. A "very favourite" said my young tester.

He was less keen on, but I preferred, Shirley Hughes' new series for Walker Books. *The Nursery Collection* (six books at £1.95 each) looks at basic categories of knowledge - size, colour, opposites, noises, dressing up as different people - with Shirley Hughes' idiosyncratic and loving eye for ordinary, grubby, family life. *Colour* is the most delectable visually and *Colourwater's Hot* has the most hugible children, but *Notky* (I specially liked the mother answering the phone while baby cries, pot boils over and toddler flourishes paintbrush), *Going to the Park*, *All Shapes and Sizes* and *Two Shoes*, *New Shoes* are all excellent.

If Shirley Hughes is the poet of dripping toast and honey, all sticky crumbs and round damp bodies, Jan Ormerod is a hunk-maker. *Little Ones* for Walker Books (£1.95 each) compares various animals with small children, teaching counting, adjectives and comparisons of actions. *Young Joe* is a black child, one is glad to note. In *Just Like Me* the baby and his older sister are blond and in *Silly Goose* and *Our Ollie* they are Ms Ormerod's standard pale-faced black-haired and vaguely oriental child. The drawings and the off-beat composition are beautiful but the progress of thought is at once over-complicated and flat for the age group. Sibling rivalry is still one of Ms Ormerod's main themes.

Nicky Daly comes somewhere between Jan Ormerod and Shirley Hughes. Her *Storytime* collection, also for Walker Books (£1.95 each) makes stories out of the small mishaps and reassurances which make up the pre-school child's day. *Teddy's Ear*, *Ben's Gingerbread Man* and *Monsters are like that* are good-natured excursions in family life from the young child's point of view. But beware: you will have to make gingerbread men if you read about Ben!

Victoria Neumark



Illustrations from *Two Shoes*, *New Shoes*

Strike the right note



ENGLISH

Whatever the set book pupils are asked to study at CSE, O or even A level, someone somewhere will have written and published the notes to guide them through it - or so it seems. And the market is still growing.

Obviously those pupils following more traditional syllabuses fare best. Even a recently-launched series like the Macmillan Master Guides already includes volumes on most of the more commonly examined works of Shakespeare, Jane Austen, the Brontës, Thomas Hardy and George Eliot. Recent Guides (99p each) covering such standards as *Hard Times* (0 333 39002 4), *Middlemarch* (0 333 39001 6), *Pride and Prejudice* (0 333 37428 2) and *The Winter's Tale* (0 333 38571 3), as well as those comparative rarities *Doctor Faustus* (0 333 37939 X) and *She Stoops to Conquer* (0 333 38362 1), fill some of the more obvious gaps.

Picked rather vaguely at around O level standard, the Master Guides remain very traditional in form, with chapter summaries, commentaries, a brief discussion of major themes, questions and a worked model answer. They are also the cheapest notes on the market - selling for less than one pound, it must be said, at least partly because inside their eye-catching covers they are printed on a coarse, furry paper which makes even newsprint seem fine.

Not all students, of course, are stuck with the Austen-Brontë-Hardy standards. But where only a few years ago they would have been ignored, now they too are well catered for. The latest additions to Longman's Study Texts series, for instance, include Paul Scott's *Staying On* (£1.95, 0 582 35438 2) - and even more remarkably Wilfrid Russell's play *Educating Rita* (£1.35, 0 582 33182 X) - as well as more "orthodox" titles including *Major Barbara* (£1.60, 0 582 33096 3), *Caesar and Cleopatra* (£1.60, 0 582 33090 4) and *The Mayor of Casterbridge* (£1.95, 0 582 33171 4).

Like the Master Guides, on one level the Longman series represents outstanding value; in many cases the "complete and unexpurgated" Study Text edition is simply the cheapest paperback version available. As study

guides, however, they are not so good.

The notes at the back of each book, or - helpfully - on facing pages in the case of Longman's *Doctor Faustus* (£1.60, 0 582 35390 4), carry the ominous warning that they are "intended to serve the needs of overseas students as well as those of British users". Consequently they are just not up to the demands of serious A or even O level candidates. And although those notoriously difficult-to-teach plays *The Rivals* (£1.35, 0 582 33168 4) and *She Stoops to Conquer* (£1.35, 0 582 33167 6) both have better-than-average introductions, even they still need a teacher's patient explanation.

There is simply insufficient room in one book to include the full text and a comprehensive critical appraisal. All the other series recognize this and are content to give fuller notes along with page references to a cheap paperback edition. In the case of the O level Penguin Passnotes (£1.25 each) these are usually to the standard Penguin which is pictured (critics will prefer to say advertised) on the cover.

This series is now getting into its stride with volumes on Henry V (0 14 077040 2) and *A Midsummer Night's Dream* (0 14 077038 0) joining the existing eight Shakespeare titles, and no less than three more Shaws on this spring. More appear every month. Cheap, well-organized and dependable, they stick more closely to the standard syllabuses than do the Longman texts. Thus among this year's new issues there are also notes on *Lord of the Flies* (0 14 077046 1), *Kes* (0 14 077039 9) and *My Family and Other Animals* (0 14 077035 6) - even though many teachers will find it extraordinary that just last title should need any notes at all.

The strength of the series lies in its implicit assumption that the student familiar with the text. Although the books bow to the demands of O level and give very detailed plot synopses, even these are only reminders. There is one exception, however. There are no synopses at all in the volume covering *The Rime of the Ancient Mariner* and *Other Narrative Poems* (£1.75, 0 14 077041 0). The notes at the end of the individual works (*Woe for Arthur*, *Scholar and Rascal*, among them), half on some of the themes in English verse.

This is not surprising since the volume was written by Dr Siegfried Coote, Joint General Editor of Penguin's A level Masterstudies series. Its structure is very much theirs. In a Masterstudy on *Measure for Measure* (£1.95, 0 14 077113 1) the plot summary takes up a bare five pages; neither *Tender is the Night* (£1.50, 0 077122 0) nor *King Lear* (£1.75, 0 077128 X) is one so much as give instead the authors more probably examine themes and background issues, with the perennial problems of chronology and time-theme looming large in each of the first two.

Accompanying these detailed studies is a more general but no less useful guide called *Drama: Text into Performance* (£1.50, 0 14 077125 1) a stimulating essay on the difference between page and stage, it should be read by all students of Shakespeare. Those on drama theatre arts courses will need to know it by heart.

Standing somewhere between the literal, word-by-word explication of more usual notes and the abstractness of an academic monograph, the Masterstudy series is an admirable halfway house to mainstream literary criticism for A level students, in particular for those contemplating reading English at university. More than that, it also a model of what student notes can achieve. The blurb on their back covers claims that the series offers "the best in modern teaching"; modern teachers still sceptical of the value of notes of any kind may care to take look.

Hugh Davis

Sifting synonyms

Catapults and Kingfishers. Teaching Poetry in Primary Schools. By Pie Corbett and Brian Moses. Oxford University Press. £4.95. 0 19 919069 0.

A nine-year-old with writer's block - not a character from a J D Salinger story, but a regular feature of junior classrooms. The voluble child who turns in a few perfunctory lines after a "creative writing" lesson (and the teacher visited by imaginative clouds) are the intended beneficiaries of this short new study. Corbett and Moses begin with an account of how teachers can help children develop the central skills necessary for all good writing: careful observation of objects or ideas, searching for words, sifting of synonyms, and the slowly-understood work of revision. They then provide a practical recipe-book of models and stimuli, loosely organized around four rough develop-

mental stages, together with ideas for displaying the resulting poems. Above all, they print dozens of examples of writing by real children to illustrate the processes described.

The children's work falls into two broad categories. There are poems based on repetitive phrases ("I am afraid of...", "In the 13th hour of wild and impressive surrealistic imagery that doesn't always keep them from being rather formulaic, lacking a sense of balance and closure. There are others, generally more successful as wholes, where the children have reached an honesty of response both sharpening their language and finding an appropriate form for their experience. It's not surprising that some of these have won national prizes. Some like *haiku* and *tanka* are similarly striking.

The question of formal models is one the authors touch on frequently

without really resolving. They plausibly, that many attempts by children to rhyme result in feeble doggerel. But they don't seem to use models such as ballads, limericks or playground rhymes, which children not only enjoy but from which they gain an invaluable feel for rhythm and possibilities and for the more exact demand of what Eliot called the "poetry imagination". It's surprising, too, that the book skips discussing what children's writing means; what mention of David Holbrook and his bibliography, for example, is of concern for the deeper symbolic realms that children's poems can consciously explore. But the poems of Corbett and Moses are promising notes, that aren't ultimately notes, they've been introduced to the language that underlies any writing art.

Tom Devos

Ways of thinking

Graded Practice in Summary and Directed Writing. By Roy Dyche. Longman £2.50. 0 582 33183 8. Read and Respond: A Course in Creative Reading. By Lionel and Mary Jackson. Hodder and Stoughton £2.95. 0 340 37161 7.

Summary classes can creep up for exam preparation only and become an obligatory chore thereafter. The potential skills to be obtained from such work merit more time and attention than this. *Graded Practice in Summary and Directed Writing* introduces pupils to ways of thinking and writing which stretch beyond a two hour paper.

The book contains 26 lively pieces.

with enough variety in subject and presentation to maintain interest. Each is followed by two or three precise summary questions and then a couple of further tasks under the heading "Directed Writing". This section uses the given passages as stimuli for writing - whether compiling a particular side to an argument. In this way Roy Dyche encourages students not simply to summarize but to consider the purpose of such an exercise and the techniques involved in writing letters, speeches or even reviews to a word before the word examination rears its head.

Read and Respond is a compact book handy to have around the classroom. Reading is seen by the authors

as a "creative act" requiring active participation from the reader who comes to a text not as a passive recipient with emotions and experience. Responses are consequently unworkable.

The assignments for each of the 26 passages explore content, style and reasons for writing rather than comprehension-type questions. Factual and fictional pieces are short and house a fair mixture - Spike Milligan, Nadine Gordimer, theological debate and corporal punishment indicate the range - but sometimes contain demanding concepts. It is not the kind of book for the entire class but is best served by selective group work at mid-school level or above.

Read and Respond is a compact book handy to have around the classroom. Reading is seen by the authors

Never forget!

Wales: The Imagined Nation. Edited by Tony Curtis. Poetry Wales Press £5.95. The Oxford Companion to the Literature of Wales. Edited by Mel Stevens. Oxford University Press £17.50.

After paying toll money on the English side of the Severn Bridge the motorist proceeds down the M4 and, awakening to bilingual signs, becomes aware that he is in a different country. On reaching the cities of the South - Newport, Cardiff or Swansea - placards on the roadways shout at him: NEVER FORGET YOUR WELSH. Is this a symptom of troubled identity? The slogan happens to be a copywriter's exhortation to drink a particular brand of beer but it has its own existential pertinence and irony.

For where there is so much cultural change and decay, where jobs are no longer stable, questioning members of a nation are likely to ask themselves: Who are we? The Welsh are not as confident as the English about their identity and need, more than ever now that the majority do not know the old language, to define themselves. Hence the recent spate of books by Welsh historians and sociologists speculating on such matters as what is fact and what is legend in Welsh history.

One such biting essay by historian Prys Morgan can be enjoyed in the recently published *Wales: The Imagined Nation* edited by Tony Curtis. Mr Prys Morgan traces how Welsh myth has, in previous centuries, been invented by Welsh patriots in order to allow their countrymen to think of themselves as a nation "and to give drama and colour to their dark existence". Some legends are kept alive or "decreased" in 10 other essays concerning Culture and National Identity. James A. Davies, for instance, attempts - I'm not sure why - to demonstrate how bourgeois Dylan Thomas was and how limited his conception of Wales became. And Dai Smith writes of how Welsh industrial life has been documented and imagined by Anglo-Welsh novelists.

Potted biographies of some of the most incisive contributors to Tony Curtis's anthology of essays may be found in Mel Stevens's splendidly comprehensive and entertaining reference book, *The Oxford Companion to the Literature of Wales*. Of course, there is much else besides. Not only literature and authors are succinctly reviewed into focus but Welsh history also, Welsh myth, Welsh customs, Welsh artifacts of culture, and even the locations of literary reference.

Yesterday I had to set out for Colchester, a city I had never before visited. I remember vaguely that Queen Boadicea had something to do with Colchester, hadn't she? I looked her up in the *Companion*. Boadicea, it read, was *Boudica* (1st cent). I soon found what I was looking for, her story pitifully told: how, in AD 61, after Boadicea, "red of hair and huge of frame" had been flogged and her two daughters raped, her tribe sacked the Roman capital of Colchester (Camelodunum). There are 3,000 or so such entries in this *Companion*, varying from - to stick to the middle of the alphabet - Johnny Onions, the nickname given to the Breton con-sen-sens whose patron, my Welsh-speaking mother could understand when the knocked on our door in Cardiff, to one of my schoolboy heroes, William Price, 19th century socialist doctor, who advocated free love, vegetarianism, cremation, and called his son Jesus Christ.

Like *Wales: The Imagined Nation*, this informative *Companion* is, it could be argued, also a symptom of troubled identity, an exhortation never to forget you're Welsh first and foremost. The editor wished first and foremost to address his own countrymen and to encourage them to take pride in their nationhood as well as in Welsh and Anglo-Welsh literature. Whatever the editor's didactic or propagandist impulse, I know I shall return to *The Oxford Companion to the Literature of Wales* many times in the future.

Dannie Abse

REFERENCE BOOKS



Mrs Grant in Skipton Street, Elephant and Castle, 1890. From the revised edition of *Markets of London*, a historical and practical guide by Alec Forsshaw, with photographs by Theo Bergström (Penguin £4.95)

What bloody man is that?

Roger Knight on the latest Shakespeare guides

Longman Guide to Shakespeare Quotations. By Trevor R Griffiths and Trevor A. Joscelyne. Longman £10.95. 0 582 55575 2. Longman Guide to Shakespeare's Characters. By Kenneth McLeish. Longman £9.95. 0 582 89253 8. A Shakespeare Glossary. By C T Onions, Enlarged and Revised by Robert D. Eagleson. Oxford University Press. £17.95. 0 19 811199 1. £5.95. 0 19 812521 6. Shakespeare, An Illustrated Dictionary (Revised Edition). By Stanley Wells. Oxford University Press £4.95. 0 19 871075 5.

The revised edition of Stanley Wells's immaculately produced compendium includes a "selective finding list" of Shakespearean characters. When the name of a character (or the play in which he appears) eludes you, that is where you look. Wells's list occupies 21 pages of his book. *The Longman Guide to Shakespeare's Characters* runs to 264 pages. Out of the difference arises an essential question about the place of books of Shakespearean reference. Both the Longman Guides, indeed, focus the question with a directness that one comes rather wearily to see as their only real value.

Anyone who knows Shakespeare's plays can have little use for Mr McLeish's potted biographies. Conversely, the reader new to Shakespeare had better encounter his characters in their proper context, the plays themselves. If McLeish is right that the words on the Shakespearean page are what actors turn into "a living, blood-pulsing simulacrum of human life", then a new reader needs the kind of encouragement to seek out productions of the plays that paraphrases of plots and musings on characters torn from their context are not going to provide.

The Longman Guides are substitutes for reading and watching the plays, an increasingly familiar brand of literary fast-food. The appetite they serve is for the kind of knowledge that qualifies people for the *Mastermind* chair, the *Brain for Britain* quiz or, indeed, for the tellingly successful game of Trivial Pursuits. It is much easier to bone up on Shakespeare's plays by testing your stock of information against these Guides than by actually reading the original texts on which they depend.

One doesn't doubt that both are in their way labours of love. That, unfortunately, is no guard against the abuses they invite. Made available in a sixth form library, *Characters* will undoubtedly become a mere handy crib for students who want a quick and glib line on their set texts. The other guide, in offering us 2,000 of "the most memorable quotations" (Understand Shakespeare through his own words)

in the event both robs the word "quotation" of its customary meaning and offers similar short-cuts to the lazy or incapable student. Someone once said that *Hamlet* is full of quotations - a facetious conceit that has the virtue of drawing our attention to the essential meaning of the word: quotations are at once familiar and memorable. What we have in this book is by that token, a collection not of quotations but of extracts (667 pages in all) that effectively do no more than reduce the text to more manageable dimensions. But who wants it so managed? The only conceivable beneficiaries of such a reduction and the pedestrian comments that accompany the extracts are those A level candidates who are about to face the standard "context" questions in their examinations. Who else will want it explained, after "Condemn the fault, and not the actor of it" that "Angelo responds specifically to Isabella's suggestion that he should condemn the crime and not the criminal"?

An *Illustrated Dictionary* is a more modest but far more sensible and rewarding undertaking. Like all good dictionaries it invites and captivates the interested browser whether (surely) it be the reader new to Shakespeare or, certainly, the reader familiar with the plays, with the history of their productions and the degree of their penetration into musical and pictorial art. With an abundance of good photographs and drawings - actors, productions and manuscripts - to accompany the largely factual text, it is the kind of book that leads the reader on in search of answers to questions that he hadn't asked.

As of course does *A Shakespeare Glossary*. Onions was an editor of the *Oxford English Dictionary*. The depth of scholarship that we take for granted in that monument was at the disposal of the first and second (1919) editions of the *Glossary*. The scholarship has been retained and consolidated in Robert Eagleson's revised edition. The aim remains that of "supplying definitions and illustrations of words or senses of words which are now obsolete or which survive only in archaic or provincial use". The means, however - the instruments of consolidation - are changed in a degree that we can be sure would have delighted Onions. The publication of two computer-generated concordances has made available for comparison all the occurrences and variants of particular words in Shakespeare's plays. With each definition, as far as possible, three references to Shakespearean texts are provided. One can simply wander through such a book, as through any good dictionary, certain of illumination at every turn, though its proper use and justification, of course, is in the disciplined study of particular plays.

A Shakespeare Glossary is a true

1066 etc

The Everyman Dictionary of Dates. Seventh edition revised by Audrey Butler. Dent £15.00. 0 460 03033 7.

My first history homework consisted of memorizing 20 dates, with no explanation whatsoever of the events attached to them. History teaching has come a long way since then; but all (well, most) historians need a basic substrate of hard, gritty, incontrovertible fact on which to erect their theoretic structures. Both for them, and for the general historical reader, Audrey Butler's latest revision of a dictionary first published in 1911 performs a useful - at times indispensable - service. The book's well-grounded prestige is more than maintained by this latest updating.

Martin Fagg

Well spoke

It is satisfying - if somewhat surprising - to find *Reader's Digest* promoting academic rigour, but that is what they have done by publishing *The Right Word at the Right Time* (edited by John Eliason Kahn, 1985). Subtitled "A guide to the English Language and how to use it", the book offers a splendidly detailed account of our language's fine distinctions, and will make an ideal adjunct to any secondary school library. Meanwhile, HMSO have published a new version of *The Complete Plain Words* by Sir Ernest Gowers, revised by Sidney Greenbaum and Janet Whitcut (£3.95). This primer remains essential; its examples are drawn from copious submissions from government departments and the Forms Information Centre at Reading University; in an age increasingly dominated by official language, it is a necessary public scourge.

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REFERENCE BOOKS

Churchill
- who he?

Langenscheidt's Condensed Muret-Sanders German Dictionary. German-English. By Heinz Messinger and the Langenscheidt editorial staff. 0 340 33071 6. English-German. By Helmut Willmann, Heinz Messinger and the Langenscheidt editorial staff. 0 340 33072 4. Hodder and Stoughton £37.50 each.

At a time when vocabulary is changing nearly as fast as other aspects of contemporary life, dictionaries are tricky things. Here we have the newly prepared two-volume edition based on the four-volume edition which appeared in 1975 and that, in its turn, goes back to the original dictionary of 1901. Clearly there are virtues in tradition, but in an age where there are new strategies for the preparation of dictionaries one has to be clear what one is looking for.

These two volumes present a massive undertaking: over 2,500 pages (each with a three-column division and good clear type) and some 270,000 headwords. There is a helpful introduction to the arrangement of the dictionary which outlines the treatment of the entries and the labels and abbreviations. Five years went into the revising of the four-volume edition and many detailed corrections have been made, with deletions of out-of-date idioms and additions which bring the work into the Eighties. But it is clear that the work has been carried out in the main by a German team and a future edition would certainly benefit from detailed scrutiny from a team of English lexicographers.

The main strength of these two volumes lies in the sheer range of vocabulary. In many cases one needs the help of a monolingual dictionary to

assist with meanings (in one or two cases I found that even the *Shorter Oxford Dictionary* was not enough). Clearly this work will be of most interest to those working on scholarly texts (including scientific areas) and as a reference work of last resort it will have much use in institutional libraries. How much use it will be to sixth-formers and undergraduates, remains questionable: recent advances in dictionary construction, the provision of collocators, the placing of words in their context and so forth, have not been introduced here. A comparison, for example of the entry "crack" in this dictionary with the entry in the (much cheaper) Collins Klett will demonstrate the point.

American and English usage are made clear and the other German speaking countries fare reasonably well (the Democratic Republic less well; SED but no GPO and no BGL). As with every dictionary it is all too easy to pick up omissions (we have Gorbachev and SDL but no "Star Wars"). We have SDP but no Alliance and it is also clear that the "in-language" of young Germany is poorly represented.

Useful appendices include abbreviations (but not enough), and biographical entries (some what hit-and-miss; the Malboroughs will be surprised to learn that John Churchill, 1st Duke of Marlborough, Prime Minister and Statesman, lived from 1674-1695 while the Churchills may be piqued that Winston does not get a mention). Christian names, geographical place names, irregular verbs (where would we be without them?), numerals, weights and measures (with conversion tables) and, as a final luxury, English and German proof-reader's marks.

John Warren

Hijo de
papá

The Oxford-Duden Pictorial Spanish-English Dictionary. Oxford University Press £17.50. 0 19 864158. Collins Concise Spanish Dictionary. Collins £7.95. 0 00 433434 5.

The Duden pictorial dictionaries from Mannheim, in their single-language and in the French and German versions, seem to have been with us a very long time; it is something of a surprise to discover that OUP, having taken over from Harrap, are first in the field for Spanish. This volume is much bulkier than the French Duden, with around 12 per cent more "objects". Most of the drawings are recognizable from the old days, but there is a healthy flavour of contemporaneity about the choice of subjects; the technical material included under manufacturing and commerce looks distinctly late-twentieth-century, with slick computerese and pictures of open-plan offices, modern equipment and machinery, and the like. Some word-equivalents are clumsy-looking paraphrases, others are curious anglicisms (el long drink). And commercial translators may be surprised to learn on page 433 that the English for *grapadora* is not "stapler" but *agrafadora de bureau*... surely some error?

The book will make a useful, but not essential, addition to the school library; it will, however, find a place of honour in technical colleges and reference libraries, and on the shelves of professional (or aspiring) technical translators.

In their new *Concise Spanish Dictionary*, Collins have added another important entry on an impressive list of language reference works. This one, a size smaller than the much-praised 1971 Colin Smith work, is still a substantial tome, with more than a thousand pages containing 100,000 entries. The verb sections (for both languages) and the pronunciation guide are, however, more than a little skimpy.

With such an emphasis on sheer number and headwords, some entries are somewhat terse; consequently the two will inevitably make mistakes of idiom, occasionally comeones. At this level, more space could have been found for explanations by dropping some of the more redundant entries: *txistu* - a Basque flute - would scarcely have been missed.

The multi-national team of compilers have achieved a good balance between Peninsular and Spanish-American usage, and, as we have come to expect from this publisher, contemporary language and colloquialisms are well represented. Some short cuts have been taken: I doubt that many Spaniards would accept "dropout" as even an approximation of *desaparecido*. But the book gives excellent value for money - and I enjoyed "Hijo de papá" for *hijo de papá*... even if the search for "Sloane Ranger" was in vain.

Hugh Wiltaker

Hardy country

The Hardy Guides. (Two volumes.) By Hermann Lea. Edited by G S Cox. Penguin, £4.95 each. 0 14 008799 0 and 0 14 008800 8.

These guides were compiled by a rich eccentric friend of Hardy who became obsessed with the "Wessex" countryside as portrayed in Hardy's novels. Intimate acquaintance with the author and the books was combined with affluence which permitted extensive touring by bicycle and (subsequently) Hopmobile, as well as the necessary photographic equipment. But what really counted was the almost manic motivation - for example, we see him walking the streets of Hardy's Christminster (Oxford) at four in the morning photographing the flimsily fictionalized colleges etc of *Jude the*

Edward Neill



Rudston standing stone, a 26-ton monolith of griststone which, at 7.8m, is the tallest of its kind in Britain. An illustration from *The Shell Guide to British Archaeology*: a detailed study of over 600 major sites by Jacquetta Hawkes and Paul Bahn, with photographs by Jorge Lewinski (Michael Joseph £14.95).

Revelations

Scientific Yearbook 1985. Edited by B H Branch. Facts on File Publications, Bicester. £16.95. 0 8160 0098 0

Whether for school or general reference library purposes, this substantial volume supplies a selective guide to recent events and trends across the gamut of science that is likely to be in constant use.

Its weakness is an unbalanced concentration on progress in the United States to the effective exclusion of parallel or other developments elsewhere. Within this limitation, however, there is much of interest in the 33 major articles which fall under three main heads: like science, earth and space science, and physical science and mathematics.

Mathematics is only briefly represented by a review of some American research about the relative abilities of boys and girls in the subject. Its

conclusions are not very positive. Similarly, a chapter on computer science concentrates on chess-playing machines. Physics and chemistry, however, are more substantially covered, with discoveries of particle physics, the extension of lasers, protein synthesis, and the effects of lead poisoning only a few of the topics treated.

Biology, medicine anthropology and the environment feature in the first major section. A worm-eating fly, human organ transplants and the use of pesticides are prominent. Earth and space provide, perhaps, the most fascinating revelations to be recorded. The changing patterns of volcanic activity, variations in the world's climate and Magellanic cloud research are a sample of the themes. But, inevitably, satellites and space shuttles (including the investigation of Halley's comet by Giotto) loom large.

F W Kellaway

Path news

A Guide to the Pembrokeshire Coast Path. By Christopher John Wright. Constable £7.95. 0 09 463660 5

For those wishing to walk all, or even some, of the 167 miles of the Pembrokeshire Coast Path, this Guide provides a wealth of information on its history and its varied and sometimes rare flora and fauna. Notes on towns and the Path are included, as are timely warnings on cliffs and tides, both of which can indeed kill. Walkers should not be misled, however, by suggestions on possible camp sites as shown on a number of the sectional maps, as unauthorized camping is not allowed.

Eric Church

REFERENCE BOOKS

The best of all possible
worldsA survey of
school atlases
by Patrick Sorrell

The past decade has witnessed considerable changes in the design and content of school atlases, which should no longer be considered as purely relevant to secondary school geography courses, but rather as a general reference works for a wide range of subject areas.

At present the most active publishers in this field are Collins-Longman, Macmillan, Nelson, Oxford University Press and George Philip. Of these, the only two covering the seven to eighteen age range are Collins-Longman, with their highly successful *Atlases 1, 2, 3* and 4 which were originally published in the late 1960s but completely revised in 1983, and George Philip with a variety of atlases which have no apparent overall strategy in terms of coverage.

Until recently there was little competition at the primary level for *Atlases 1* and 2 and Philip's *Visual Atlas, Your Atlas, Venture Atlas* and *First Venture Atlas*. However, *Your First Atlas*, published by Macmillan in 1984, is aimed at the under tens and is somewhat unusual in that there are eight variations of it, each being identical apart from some six pages devoted to a particular region of the British Isles, eg the Midlands, the South-East, Ireland. The approach is original, allowing for more detailed study of a region perhaps familiar to the pupil. Though the atlas is generally pleasing, the photographs are rather dull, with a dominance of brown. It is also difficult to see why the South-East version makes no attempt to show the M25 motorway.

The brightly-coloured continental maps in Collins-Longman's *Atlas 1* are matched by full pages of photographs which attempt to give an impression of the characteristics of the landscape and peoples of each continent. Topics include an explanation of map scale, characteristics of the British Isles, Roman Britain, the Holy Lands, and maps of the continents.

While *Atlas 1* is limited to 33 pages (the same size of the Macmillan publication) *Atlas 2* is more substantial in terms of content with 83 pages, including a 16-page index/gazetteer. Maps cover such topics as the historical and

economic foundation of the British Isles, and Western Europe, world exploration, land use and resources, and other more familiar themes, with of course physical and political maps. Some of the maps and information are perhaps too complex for the lower ages, something not helped by peculiarities in design regarding the choice of colours, which tend to vary between maps that are either adjacent or similar in theme. In some cases no legend is provided to help overcome this problem.

The *Oxford Junior Atlas* and Nelson's *Atlas 80* are both aimed at pupils aged eight upwards. The new *Oxford* is strikingly different from previous editions and scores well on a number of points, not least the excellent selection and use of photographs to complement the maps - by far the most successful application I have seen. There are a number of economic and historical maps which are well presented with clearly explained scale statements and detailed legends/keys, but the vividly coloured and rather confused-looking map of the British Isles perhaps compares less favourably to the 1964 edition.

Atlas 80 from Nelson, first published in 1978, is an enormous improvement on its predecessor, the *Junior Atlas*. It is unusual in a number of ways, particularly the decision not to show relief features on the maps of the British Isles. This allows more space for additional names and the use of coloured lettering to indicate various types of features; while the idea is sound, it may have been carried a little too far in places. Overall the atlas is very attractive with good page layouts, a pleasing range of hues and excellent key/legends to the maps.

For the 11 to 13 age group, Philip's

ing basic statistical measures for the major countries. Great Britain has excellent coverage, being divided into six regions, each represented by maps displaying general topography, land use, population and industry and conservation and recreation.

The final group of atlases cover the needs of the senior school, though some would be quite suitable for the earlier years of secondary school.

Collins-Longman define their *Atlas 4* as aimed at the 16-plus age group and, at 190 pages with 60 of these being an index/gazetteer, is a very substantial publication. It concentrates on detailed "physical" maps with scales of 1:20 000 000 and larger, as well as retaining good general coverage of Western Europe in a variety of socio-economic factors. There are also a number of complex "Human Activity" maps which although at first confusing do yield valuable and interesting information.

The only real challengers at this level are the products of George Philip and Son. The market strategy of Philip's has always bewildered me, and while Collins-Longman have carefully covered the ages 7 to 18 with four atlases, each Philip atlas appears to overlap with at least one other, and a number appear almost identical. The *Modern School Atlas*, published this year, is in fact the 82nd edition though, justifiably I feel, advertised as a completely new atlas. It is hard to fault, and the physical maps are by far the most attractive and finely detailed to be found in any school atlas. The first 100 of the 150 pages provide coverage of the continents by a number of physical maps up to scales of 1:15 000 000, accompanied by political, climatic and economic maps, together with a useful summary of primary statistics

from Taylor and Francis, and *Images of Earth* from Philip's.

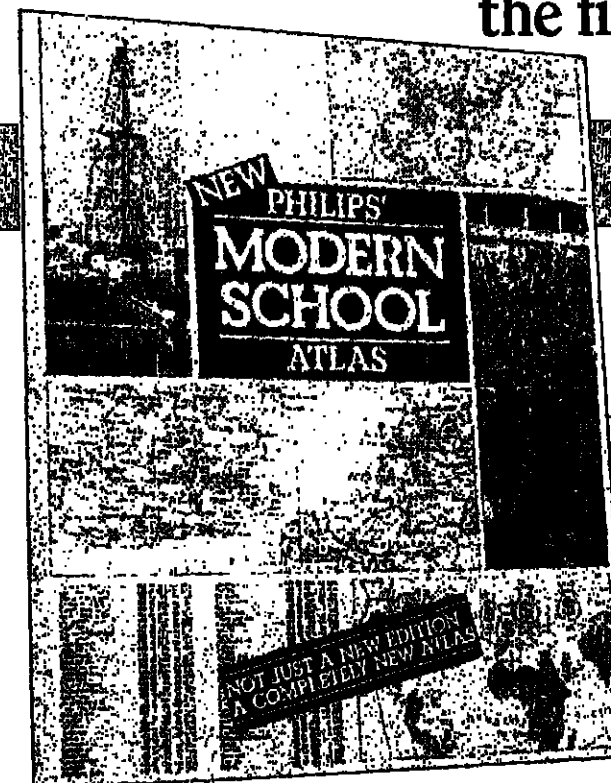
range from trade, health and consumer price index through to Loans and Debts covering two full pages for each continent. Some 30 pages are then devoted to a collection of well designed thematic maps. In all, this is a very attractive publication.

To add confusion, Philip's also publish a *Certificate Atlas* (152 pages), a *Secondary School Atlas* (172 pages), a *Commercial Course Atlas* (128 pages) and a *Modern School Economic Atlas* (184 pages). While the latter is basically the old format *Modern School Atlas* fronted by a set of economic maps, the *Certificate Atlas* appears to be in competition with the new *Modern School Atlas*. It is somewhat broader-based, but although it includes some detailed and topical maps, eg the tribal homelands of South Africa and Namibia, with demographic and economic statistics, it also uses photographs - an approach generally reserved for junior atlases. There are also within the first 20 pages, attractive maps and diagrams explaining the evolution of the Earth, water resources, mineral distribution and a wide range of similar general interest topics.

Significantly, Collins-Longman have either recognized a weakness in their coverage strategy or accepted that in the present financial climate three atlases to cover the secondary school years is not economically viable. Whatever the reason, they have decided to publish in 1987 an *Atlas for Secondary Schools*. If this reflects 15 years advancement on their excellent *Images of the World Atlas*, an attractive collection of satellite photography accompanied by, in general, well-designed maps. While this atlas cannot be compared directly with the type of atlas described above it certainly deserves recognition as a valuable resource in terms of appreciating the value of such displays as an information source. Mention must also be made of two similar publications, *Britain from Space*, from Taylor and Francis, and *Images of Earth* from Philip's.

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George Philip

REFERENCE BOOKS

Creature comforts

The Oxford Dictionary of Natural History. Edited by Michael Allaby. Oxford £20. 0 19 217720 6. Concise Dictionary of Biology. Edited by Elizabeth Martin. Oxford Science Publications £7.95. 0 19 866144 4. The Penguin Dictionary of Science. Edited by E B Uvarov and Alan Isaacs. Viking £12.95. Penguin £4.95.

Natural history is a universal topic, embracing the earth, everything that lives on it or grows in it, the air above it and all the strange things that happen therein. It would be an impossible task to include every term relevant to this vast canvas in a dictionary, and Michael Allaby makes no claim to have done so. He has, however, assembled a valuable aid for naturalists, though more for technical reading than for guidance in the field. Endorsed by David Attenborough, the Oxford Dictionary of Natural History scarcely needs further recommendation. He recounts how he used a Latin name to identify a nightjar to a native guide with whom he had no spoken language in common.

I checked out its terms during a weekend spent in the English countryside. A reviewer in Australia, the USSR, the USA or any corner of the globe could have conducted a similar test. Most of the natural phenomena I encountered were duly recorded, particularly the larger ones. A millipede curled up in a damp corner of the kitchen did not appear, nor did the family Myriapoda (identified from the Concise Dictionary of Biology). Main entries come under the Latin names, cross-referred with common names. Acer is there, but not maple, which is probably an error as most common trees appear in both languages. With regard to the "history", dinosaurs and glaciation are in, but dodos don't make it. This dictionary is pleasant to use.

The entries are written in good clear style and succeed in their definitions without the help of a single illustration, surely unique in a work on this subject. It is also unique in having three pages 109, two of them addenda to restore a swathe of entries in the 'c's which were originally omitted. Thanks to these, we can identify the capybara, the world's largest rodent at 50 kg, and introduced to the literary world by James Fenton.

"Here come the capybaras on their bikes. They swerve into the friendly leafy square knocking the angwantibos off their bikes. Giving the old-age corypus a bad scare."

The Memory of War. Naturally the corypus are in this dictionary too, but where is the reference book on angwantibos?

It is not the Concise Dictionary of Biology, which was so successful with centipedes but treats all rodents en bloc. This dictionary has been compiled by extracting from the Oxford Concise Science Dictionary the entries on biology and biochemistry, and some selections from medicine, palaeontology, physics and chemistry. The result is a compact volume which should find most use at a sub-academic or non-specialist level. Despite its 1984 origin, it is sufficiently up-to-date on monoclonal antibodies for example to assist in keeping up with science news. The sparing use of line drawings enable it to give far more information on continental drift than the Oxford Dictionary of Natural History. Although the content seems exemplary, the paper quality and the standard of the binding are unfortunately too poor for the Concise Dictionary of Biology to be recommended as reference book, unless for occasional use only.

The Penguin Dictionary of Science is

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Peter France's An Encyclopedia of Bible Animals (Croom Helm £14.95) is based on research into the natural history of Bible lands, and explains the significance of those mentioned in the Scriptures. Above, the Hoopoe, found in the list of unclean birds in Leviticus

an old stand-by for scientists and engineers checking up on each other, so the brand-new sixth edition is to be welcomed. This general volume is strongest on physical sciences and is intended to be supplemented by the various specialist Penguin dictionaries. Since the 1979 edition all the chemical entries have been revised to comply with the rules of the International Union of Pure and Applied Chemistry on nomenclature. Nevertheless, muriatic acid, an ancient term for hydrochloric acid, is retained but correctly described as obsolete. All the

more and less rigorous terms for polythene are included and cross-referred.

Those of you following the effects of the Chernobyl accident will be able to interpret the SI unit of radioactivity, the becquerel, to compare it with the older unit, the curie, and to note the occasions when it is misapplied by the British press. Indeed, if you can only manage one scientific work of reference then the Penguin Dictionary of Science has a good claim to be the first choice.

Judith Mirzoeff

Chemical change

Cambridge Illustrated Thesaurus of Chemistry. By A Godman and R Denney
Cambridge University Press £4.95. 0 521 26364 6
Concise Dictionary of Chemistry. Oxford University Press £7.95. 0 19 866143 6

Both these books attempt to clarify and explain the terms, concepts and ideas of the subject, but their philosophy, the organization and the presentation could hardly be more dissimilar. The Cambridge volume combines the functions of a dictionary and a thesaurus. Topics are arranged into 30 or so broad sections (crystals, chemical mechanisms, laboratory methods for example) with the various terms organized into a rational sequence, so that students can have easy access to a particular branch of the subject. This structure has several advantages; interconnections can be emphasized, related terms are given in close proximity and illustrations are linked to several definitions. In addition, this format allows students to read through

an entire section with benefit, the flow and progression of ideas providing excellent revision and review material. A full index of 2,000 terms is given. Presentation is outstanding; each of the 500 diagrams is coloured, to clarify a scientific point. The choice of keywords emphasizes process and principles. In a few areas, theory is extended beyond A level (Raman spectroscopy and the Beckmann rearrangement are mentioned for example). The book treats organic compounds on the basis of the functional groups.

The Concise Dictionary takes the more traditional view. It is clearly designed for reference use, rather than to be read. Probably half of the 4,000 or so alphabetical entries are compounds for which the physical properties and characteristic chemistry is given. The material rises beyond A level to cover topics relevant to first year university. Definitions are clear and lucid, with considerable emphasis on cross referencing. However, the presentation is lacklustre, with small print, no colour, and few diagrams.

Chris Mason

Elemental

Concise Dictionary of Physics. Oxford University Press, £7.95. 0 19 866142 8.

Derived from the comprehensive Concise Science Dictionary, the volume on physics includes all the entries on that subject in the main dictionary together with related terms in mathematics and some associated fields. Three hundred closely-printed pages of definitions, with many cross-references, also contain tables on, for instance, SI units and fundamental constants.

The range is remarkable. Alphabetically,

it moves from the prefix ab and the different meanings of aberration to zodiacal light, zone refining and zwitterion. There are elementary matters such as the three orders of levers, the way a periscope works, and the definition of tetrahedron. But more sophisticated themes (for instance, carbon dating, quantum theory and the Schwarzschild radius) pervade the pages. Indeed, there could be few terms encountered in school physics at any level that are not succinctly explained and set in context.

F W Kellaway

High fliers

Anything that helps to reduce the birdwatcher's paraphernalia is welcomed, but the Collins Field Notebook of British Birds by Roger Lovegrove and Philip Snow (Collins £7.95) is much more than a neat idea. Field guide, notebook and the British Trust for Ornithology check list are all enclosed in a pocket-sized plastic wallet in such a way that pages from the notebook for the birdwatcher's own observations can be interleaved with pages of the identification guide which covers some 280 species of British birds. Although designed with the newcomer to birdwatching in mind, the guide should prove helpful to anyone wishing to develop their skills of observation and recording. I particularly liked the naturalistic style of the illustrations that cleverly capture the distinctive features of the birds as seen in the wild.

The clear layout and lack of scientific jargon make the RSCG Guide to Butterflies of the British Isles by J A Thomas (Country Life Books £4.95) particularly appealing to the young naturalist. Its three sections include an account of the structure and life-cycle of a butterfly and differing habitats; an identification guide to the seven main family groups; and, the main part of the book, a detailed account of the natural history of each species. The text is illustrated with colour photographs, scale drawings and distribution maps.

Mary Cruickshank

Bullseye

The Language of Sport - a handy dictionary of sporting terms. By Tim Conditine.
Angus and Robertson £7.95. 0 207 15010 9.

Sports reporters are as bad as the rest. Just as the industrial and foreign press will refer weekly to the Tall Vale judgement or the Mason-Dixon line and never in a year think of explaining them so the golfing correspondent repetitiously deplores the birdie and the cricket chap lurches the googly but never tell us what they are.

Mr Conditine has come to the rescue even if three of the nine sports documented - baseball, basketball and American football give away the transatlantic origins of the book even more than do 333 pages of type without a single serif to be found. Can he be trusted with cricket then? Yes, indeed, from random tests he comes out shining. Disconcertingly for the right purist both league and union are lumped together but it works all right and the book is worth its place on any sportive shelves.

Bert Lodge

Spell out

The Oxford Mini-dictionary of Spelling. Compiled by R F Allen.
Clarendon Press £1.95. 0 19 869133 5.

This little book gives the correct spellings of over 60,000 words and is only slightly bigger than a pack of cards. Its scope, which is basically that of the Concise Oxford Dictionary, is achieved by omitting simple words and definitions, except where these can help avoid confusion between similar words. There is, however, an extensive range of proper nouns and place-names, comprehensive treatment of awkward plurals and inflections, advice on current practice in hyphenation, and even guidance on the division of words for use in printing. These features may be invaluable to people who only ever use a dictionary to check on a minor point of spelling, but the absence of advice on learning to spell and the separation of words from meaning suggest that its use in schools will be surreptitious. Scramble addicts will not do better at any price.

John Bird

One and the same

Longman Synonym Dictionary. Longman £14.95. 0 582 89323 4. The New Nuttall Dictionary of English Synonyms and Antonyms. Revised Edition edited by Rosalind Fergusson. Viking £9.95. 0 670 80914 4.

The introductions to both works point out that, owing to its ready development, and to its readiness to borrow from other languages, English has an exceptionally rich vocabulary, and an almost unique fineness in discriminating shades of meaning. They are at one in stressing the fact that in strictness, there are probably no true synonyms. For many practical purposes, fine shades of meaning may be disregarded; but when, how; and to what extent this is allowable has to be determined in each instance, and requires discernment and discrimination. Both dictionaries attempt to give some guidance here by dividing the entries, where necessary, into sub-classes according to meaning and use, listing the synonyms appropriate to each one under its own particular head.

Nuttall, unlike Longman, lists antonyms, using for the purpose an ingenious and economical method, the reader being referred to the appropriate word, where it appears with its synonyms. This naturally gives this dictionary a use peculiar to itself. Yet, even this taken into account, the

dictionaries address themselves to different classes of users. The more compact, limited, Nuttall is clearly of more ready usefulness, where time demands a fairly immediate decision and a somewhat rougher identity of meaning is adequate for the matter in hand. It is for this reason probably more to be recommended to those (foreign and native) with a restricted knowledge of English. Longman is for more scholarly use. Anyone with an inadequate command of English is likely to find its array of synonyms bewildering, and the distinction between informal and slang usages often perplexing. But for those properly equipped to use it correctly, the dictionary is a treasure house.

One defect, more apparent in Longman owing to its being more comprehensive, is the fact that not all the words given as synonyms appear as entries in their own right. The slang "suss", for example, makes no independent appearance. It is thus almost impossible to find such words again, should one forget where one first came across them. This is annoying; but the remedy, short of an index à la Roger's clearly impossible, is beyond me. This notwithstanding, both dictionaries are thoroughly to be recommended for the purposes to which they severally lend themselves.

Pierre Watter

Ripping yarns

A Concise Dictionary of English Slang and Colloquialisms. Third edition. Compiled by B A Pythian.
Hodder and Stoughton £4.95. 0 340 38812 9

Today's slang is tomorrow's drawing-room talk. The first edition of B A Pythian's Concise Dictionary of English Slang appeared in 1955, and, to judge by this third edition, much of it had already reached the drawing room long before that.

His list includes ripping, tophole, and purter, the last-named being favourite in the schoolboy's magazine The Captain (in which Wodehouse's Psmith first appeared) in the early 1900s. In fact it goes back to the 1860s and is not even marked "slang" in the OED. Tophole (a mining term) came rather later, but was probably regarded as a bit passé even in the Drones' Club.

So what are Mr Pythian's criteria? He also includes purty, a vulgarish adjective among the Hoarays of the 1930s, but going back, Burchfield's Supplement informs us, to 1898, and further still in America, where it was used by Mark Twain.

Mr Pythian does not make the

distinction, as Partridge's great dictionary of slang does, between slang and colloquialisms. (Partridge reckoned more than 40 per cent of his entries were colloquialisms.) Meanwhile he carries a great many phrases (such as the not inappropriate come of the ark) which should surely now be classed as mere idioms. Partridge also carried the ark phrase (labelling it "colloquial") but that was in 1937.

At the same time, some later locutions one could think of (many of them admittedly far from savoury) are excluded. We have, for instance, yawn in the sense of bore, but not Technicolor yawn, meaning vomit; wank, but not working pit, meaning bed, which dates from at least the Second World War.

On a rough count, there are getting on for 6,000 words or phrases, each with a straight definition; no derivations. The book is light to carry and the price is reasonable: it can be recommended to foreign students who have been unlucky enough at home to have learned only "literary" English, though those who know the novels of Martin Amis (or even Damon Runyon) cannot be sure of the distinction.

Nicholas Bagnall

False friends

A Dictionary of True Etymologies. By Adrian Room.
Routledge and Kegan Paul £11.95. 0 7102 0340 3

The assiduous Mr Room has collected a delightful crop of false etymologies and put us right on each. (Jubilee comes from the Hebrew for a ram's horn, not from the Latin jubilate.) He adds many more words whose popular etymologies are not really false, but whose history is interesting. (Buxom originally meant "yielding"; Mr Room suggests a popular connection with

"bust", which is rather fanciful.) Some malapropisms (elementary canal) are also included. All good fun.

Dictionary of Translated Names and Titles. By Adrian Room.
Routledge and Kegan Paul £19.95. 0 7100 9953 3

A six-language dictionary (English, French, German, Italian, Spanish and Russian), with extensive index. Much of it is rather obscure (Esau is Esau in any language), but it is nice to know that "Mr Deeds goes to Town" was renamed E arivata la felicità by the Italians, and essential to know the Spanish for the Falklands.

N B

Rhyme-time

Rhyming Dictionary. Compiled by Rosalind Fergusson.
Penguin £4.95. 0 14 0511369.

Arranged as a Thesaurus, this rhyming dictionary is based on phonetic principles rather than similar spellings. Every word included in the 555 rhyming groups is listed in an index which makes up almost half the book. Definitions are given in the main body of the text for any word that is narrowly technical or obscure.

Shirely Toulson

Politics by the inch

The Penguin Dictionary of Politics. By David Robertson.
Penguin £4.95. 0 14 051170 9. Political Thinkers. Edited by David Macmurchamp.
Macmillan £25. 0 333 42592 2. £7.95. 41593 0.

Who'd write a reference book? It's impossible to satisfy your audience, unless you're the OED, in which case your accumulated list is so great that few dare criticize. David Robertson, Fellow of St Hugh's Oxford, says in his introduction that he "learned a lot in the process of researching [the Dictionary]. I have enjoyed writing it far more than anything I have written, and even if nobody learns anything from it, I hope someone enjoys it."

I do wish his publisher hadn't let him say that. We discover, moreover that in the beginning, but not by the end, there were two other co-authors. So here we are, with a book in which the stranded (why? what for?) author has had fun but no faith, which he hopes will give us fun too, if no facts.

Facts? Rest assured, they are there: name, date, circumstance, explanation, if not necessarily always in the same order. You will find a good many that you expected to find, and quite a few that you didn't. Pun? That's a quality that I appreciate in small doses in solid reference works, but I can't say that even the passionate student of politics will find much fun here. Perhaps the real fun comes in criticising the selection and the comparative weights given to entries.

Why does Mao merit 11½ inches, while Marx only gets an inch more than Marcuse's 5½ inches? Who would think to look up IMF or Vietnam War in this volume? Would you honestly rush to this dictionary for more on Due Process or Effectiveness of Govern-

ment, and would you expect to find them under those keywords? If there's Racism, might you not also expect Apartheid or Scams? And if there's Feminism, what about Gay Pride? Do you really expect to find CEP (Circular Error Probable - "the usual rough measure of the accuracy of ballistic missiles")? (Since the author is researching into European Defence Policy, this obviously explains the overabundance of CEP, SALT, ICBM, Scenario et al.) And would you instinctively look for information on the Defence of the Realm. Acts passed between the wars under the acronym DORA?

The nature of the definitions themselves is another contentious point. Since this is a single-author work, one would expect it to display a particular kind of unity. David Robertson's style is discursive throughout, and he has clearly attempted to explain his terms as simply as possible. Though we lose the strangled prose of a true dictionary we gain little - there may be more words, but there's no more information per inch.

It was with far greater respect that I returned to Political Thinkers, which consists of 14 introductory essays on political thinkers and their thoughts, from Plato to Marx. Any book with an entirely Australian authorship, published here by a large British publisher, frequently has to be treated with suspicion. All too often they give the impression that the only reason they are in print is because of cultural condescension to the Australians, and to show willing to the Australian end of the book trade. Political Thinkers is the exception. The essays were specially commissioned, and have that unity which the single author Dictionary so evidently lacks. Each subject, whether it be Machiavelli or Luther, Rousseau or Mill, is treated in similar fashion - a brief historical background, the con-

tent of the work, and its context in society, a brief commentary on the nature of the argument, and a reading list, written for an undergraduate reader. The whole is rounded off with a dialogue on Modern Political Ideas between, variously a Democrat, a Conservative, a Liberal, a Socialist, a Communist, and a Left Wing Anarchist, and exercise which no doubt pleased the author, but which I found artificial and unhelpful.

Sarah Jane Evans

A to Zombie

The Penguin Dictionary of Political Quotations is a wide-ranging collection - mostly from the last 250 years and mostly from the West - drawn from the utterances of politicians, political theorists, philosophers, journalists, writers, ecclesiastics and economists. The entries are arranged alphabetically under author and each carries a brief note describing the context in which it was said or written. The collection should prove invaluable to students of politics, history and sociology, and the key-word index from Action ("An ounce of action is worth a ton of theory" - Engels) to Zombies ("I have no wish to lead a party of political zombies" - Harold Wilson), will make this the right-hand book of leader writers and speech-makers.

Mary Cruickshank

Chambers Concise Usage Dictionary, edited by C M Schwartz and M A Seaton (£4.25) will be of use both to those learning English as a second language and for those for whom it is the first. Emphasis is laid on current usage; shaded boxes highlight difficult points; the grammatical information is uncomplicated.

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0-7100-2886-5 £18.95

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REFERENCE BOOKS

Legal aids

Law and litigation are fast becoming a national hobby. The present climate of consumerism has brought an awareness of rights, legal rights in particular; and it has spawned the view, entrenched across the Atlantic, that if something goes wrong, there must be someone to blame for it. Suing for compensation is now one of the biggest growth areas of civil courts.

At the same time, the Government has ended the solicitor's conveyancing monopoly, thereby opening the door not only for non-lawyers to try their hand at house transactions, but also giving the filip to DIY enthusiasts.

Finally, the legal profession, too, has stepped off its dusty shelf to become accessible to the public. Public relations are now a top priority: lawyers want to be "in touch" and, along with the law itself, are being "demystified".

Public demand has forced the pace, but the lawyers were given a gentle nudge in the right direction by such books as the highly successful *Penguin Guide to the Law*, first published in 1982 and now out in its second paperback edition (£8.95). An excellently clear layman's reference book by North London solicitor John Pritchard, it concentrates on the law most likely to affect private individuals rather than companies or businesses: so law on employment, family matters and the criminal process get much space; commercial matters little.

Design lines

The Thames and Hudson Encyclopedia of 20th Century Architecture. Edited by Vittorio Magagnoli Lampugnani. Thames & Hudson £12.50. 0 500 23425 6.

By the time my teachers had told me that encyclopedias were books one could, but should not, copy from by the paragraph, it was too late. What gradually unhooked me was the realization that, like any other forbidden fruit, they left you either gutted or craving. The ideal encyclopedia tells you just as much as you want to know – but this assumes that knowledge equals what are commonly called "facts". Reference books ought to be faced with the impossible task of scanning (in the present case) some 170,000 words necessarily settles for the alternative of browsing.

That is important: it is not easy to get students to understand the value of apparently idle, as against directed, reading, not only in order to develop their critical powers but also to open new areas to them.

The mere five lines on David Mackay (born 1933) hardly widen our horizons, but many of the biographical entries comprise several pages and are both admirably factual and well written. There are also substantial entries on such topics as Futurism, the Bauhaus, and Post-Modernism; the shorter ones on concepts like "organic architecture". Named architects range from Adler of Chicago (who died in 1900) and Lutyens to Michael Graves (but not Terry Farrell or Colin St John Wilson, architect of the new British Library). There are also articles on the architecture of individual countries.

This book began life over 20 years ago in translation from a German work. It has been expanded and revised, and newly translated and edited by Barry Bergdoll, presiding over a range of 62 named contributors with a number of unnamed articles thrown in. This gives range and variety; the entry for Russia is hardly exciting, but nor is the architecture. It is worth looking for the humane contributions of Robert Maxwell (the other Robert Maxwell). There are bound to be errors, but the only ones that stared at me were the omission of Lord Holford's peerage and the invention (under F R S Yorke) of a school of architecture at Birmingham University.

A dictionary without pictures is a skeleton, as the *Petit Larousse* used to say. The almost 500 small but clearly printed illustrations add greatly to the value of this useful compendium, too large to fit the pocket, but cheap enough not to break the bank.

Kerry Downes

Legal aids

In fulfilling its stated aim of removing some of the myths that shroud the law, it succeeds admirably: there is even a detailed explanation of that most contentious of issues, lawyer's costs; how they can draw up and how they can be challenged, and the new edition also embraces recent changes in the law on such topics as maintenance or ex-wives and redundancy.

But the author warns of the dangers of a little knowledge: the book inevitably condenses, and the omitted details may be critical in the reader's particular case. If in doubt, he urges, "take legal advice".

Another worthwhile weapon in the layman's armoury for tackling the legal system is the *Concise Dictionary of Law*, now out in paperback. (Oxford University Press £4.95.) Again written for the non-lawyer who needs some legal knowledge, the dictionary explains the lawyer's jargon in layman's words; not just such legalese as *Mareva* injunction or *Inchmaree* clause, but comforting familiar words such as

marriage, conviction and debt. Fortunately, perhaps, the law is not all writs, affidavits and Latin tags that require explanation. It can produce humour, and a good dose of it can be found in the *Oxford Book of Legal Anecdotes*, edited by Michael Gilbert (£12.50), the former solicitor well known for his crime writing. His book is a collection of extracts over 250 years from the published reminiscences of judges, barristers, solicitors, magistrates and also those who saw things from the other side – the spectators' gallery, or even the dock.

Maurice Healey, (1887-1943) a King's Counsel, tells a delightful tale of an Irish jury. "It must be admitted," he says, "that there were some very bad juries in Ireland, and I have seen some very bad ones in this country as well." But the Irish juries at least had the mitigating grace that they "added to the gaiety of the court."

One such occasion was in a rape trial in Liswell. The chief prosecution witness had given her evidence with such readiness to go into detail and complete lack of embarrassment that the judge, in disgust, said to the jury that they weren't hang a dog on such evidence. The jury deliberated. Then the foreman said: "Your Honour, we're unanimously of the opinion that the boy didn't do it; but should your Honour be wishful to hear any more evidence, we wouldn't be stopping you."

Frances Gibb



Second-century BC Greek terracotta from South Italy of Aphrodite flanked by cockle-shells. From Arthur Cotterell's *A Dictionary of World Mythology* (Oxford University Press £4.95).

US view

Atlas of North America – A Space Age Portrait of a Continent
David and Charles £40.00. 0 87044 607 X. £30.00. 605 3.

If you are a devotee of the National Geographic Society's publications, if you want some impressive examples of satellite imagery and enhanced views of North America from outer space or if you have an eye for the bizarre, then maybe this is the atlas for you. If you want to see how that "beacon of freedom and bastion of enterprise" Boston spreads the grey tones of urban development into a green matrix of woodlands and meadows; if you see Washington as where "the pedestrian sharing your sidewalk may be a turbaned Indian, an African in native robe, a Japanese businessman festooned with cameras, Limousines glide by wearing diplomatic licence

First-born

The Illustrated Dictionary of Pregnancy and Birth. By Heather Welford. Allen and Unwin £10.95. 0 04 612038 6.

According to Joan Rivers, a good birth is "to be knocked out at the first twinge and then wake up at the hairdresser's". Despite a light peppering of such flippant quotes, *The Illustrated Dictionary of Pregnancy and Birth* provides a comprehensive and detailed guide for the first time mother who, while not wishing, like Ms Rivers, to miss out on any of the experience, is eager to slay many fears.

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Presented in a clear textbook style,

plates. A long limo rockets past, escorted by police motorcycles with sirens screaming – its the President!; if you are fascinated to know that "a demanding artist never satisfied with her efforts, the Mississippi River constantly retouches her handiwork", then this is an atlas for you.

You will find spectacular examples of Landsea Images; accompanying maps which sometimes, as in Chesapeake Bay, are not quite of the same area or to the same scale; some conventional maps so full of place names as to make you suspect that they were selected for that reason rather than criteria such as population size; some flora and fauna at scales which also appear to be designed to fill up space; some bad lay-out (the map beside the text on San Diego is San Antonio, the text beside the map of San Diego is about San Francisco); and some serendipity. In what other Atlas would you learn that in Texas "Cajuns will gather for hot gumbo, dark roasted coffee, and the wallings of accordions and fiddles?"

P F Dale

First-born

The Illustrated Dictionary of Pregnancy and Birth. By Heather Welford. Allen and Unwin £10.95. 0 04 612038 6.

According to Joan Rivers, a good birth is "to be knocked out at the first twinge and then wake up at the hairdresser's". Despite a light peppering of such flippant quotes, *The Illustrated Dictionary of Pregnancy and Birth* provides a comprehensive and detailed guide for the first time mother who, while not wishing, like Ms Rivers, to miss out on any of the experience, is eager to slay many fears.

Presented in a clear textbook style,

Friendly business

English Business Dictionary
Peter Collin Publishing £4.25. 094850 00 9

Pitman Pocket Dictionary of Business Terms.

Pitman £1.95. 0 273 02412 4.

Dictionary of Key Words. By Mary Edwards.

Macmillan 0 333 38879 8

Longman Dictionary of Applied Linguistics. By J Richards, J Platt, and I Weber.

Longman £4.95. 0 582 55708 9

These four dictionaries follow the modern trend towards specialization and user-friendliness ("user-friendly" is defined in both business dictionaries reviewed here). In all the emphasis is on making the words accessible to the reader and (with the possible exception of the pocket dictionary – presumably for reasons of space) use is as important as meaning.

Both the *English Business Dictionary* and the *Pitman Pocket Dictionary* are refreshingly up-to-date. The Pitman is probably the most modern and most accessible pocket business dictionary I have seen, but the *English Business Dictionary*, out of the five currently on my desk, is definitely the one I would recommend for both native and non-native speaking students. It contains a basic vocabulary of only 4,500 words (plus a further 3,500 derived words and compounds), but these are well chosen. The explanations are simple and are illustrated with clear examples of the words in context. Grammatical notes are given where appropriate. The great bonus for non-native speakers, however, is the series of supplements at the back which cover numbers, measurements, countries and their currencies, movement of numbers (description of graphs etc), abbreviations, punctuation, symbols (where else can you look these up in a dictionary?), business letters, telephoning and some basic financial documents such as cheques, a bank statement, a balance sheet and a profit and loss account.

The *Dictionary of Key Words* is a novel idea aimed at intermediate students. It takes 800 key words which "a) cause difficulty, b) combine with others to make new meanings, c) form the basic structures of English grammar or d) express ideas that are often needed". It is therefore a fairly idiosyncratic combination of dictionary and grammar book (the grammatical definitions are helpfully related by a grey-tinted background) – but it seems to work.

The *Longman Dictionary of Applied Linguistics* is another specialist dictionary of interest to the EFL world in particular to teachers and university students. It covers the most important terms used in language teaching, linguistics, grammar, phonetics and phonology, semantics, sociolinguistics, psycholinguistics and language testing in an easily-comprehensible form, giving examples of use where necessary.

Susan Norman

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Over 350 places to visit throughout Scotland. The guide lists opening times, admission charges, party bookings and educational programmes.

The guide also features helpful maps, 85 photographs, informative essays and subject indexes.

Available now, price £2.95 from bookshops.

Published by Polygon, 48 Pleasance, Edinburgh, in association with the Glasgow Herald.

Eleanor Caldwell

Eternal angles

Creditors. By August Strindberg; a new translation by Michael Meyer. Almeida Theatre, London till June 7.

One of the routine tortures of the "old maths" was the production of sheet after sheet of neatly executed triangles drawn from limited (but sufficient) information: two sides and the angle between them.

The triangle in Strindberg's *Creditors* is eternal rather than isosceles. If anything, it is overspecified; Strindberg rarely spares his audience the sharper angles of a relationship. Here, too, though, the old rule applies. Ostensibly a three-hander, the play is in fact a series of duets; the three characters are only on stage together for one brief cataclysmic moment.

It is a play – and this is no criticism – almost without surprises. It moves with the patterned inevitability of a piece of music, an analogy Strindberg explored in *Ghost Sonata*. The interest is all in variation and nuance on identified ideas and themes.

As such it may need a more stylized reading than it gets in the Almeida's current (directorless) production. With one-third of the cast off-stage at

any moment, self-direction becomes considerably less fraught and Suzanne Berish, Jonathan Kent and Ian McDiarmid give a confidently realized interpretation of a potentially rather programmatic script.

Creditors was written almost as a companion-piece to the much better known *Miss Julie* and Strindberg's affection for it (not echoed by producers or critics since) has much to do with its closeness to his present circumstances. Tekla (Suzanne Berish) has divorced and remarried Adolf (Jonathan Kent), an ailing painter. The opening encounters, in Tekla's absence, are between Adolf and the older Gustav (Ian McDiarmid) who transpires with little dramatic moment as the former husband who haunts the marriage.

The entanglements that follow, for all the harsh emotional vivisection, are not so far removed from force, with one character secreted at a keyhole backstage. As with *Albee*, there is the sense (often buried in attacks on Strindberg's supposed misogyny) that, far from destroying a relationship, such verbal violence may even be its cement. Equally, there are hints in every line that Strindberg is using a

situation to explore the nature of imagination and the relation between art and "reality". Tekla is a novelist, Gustav a "teacher of dead languages", and Adolf a painter turned to sculpture in a search for the substantially real.

It is also a meditation on past and future and relative weights of imagination, memory and immediacy. If Adolf is Strindberg's wounded present self, Gustav is his past-down, uninhibited future ideal, purged of every hint of femininity or androgyny.

The cast usually succeed in maintaining an ambiguity between two and three dimensions in performance. Perhaps tighter directorial control would have made the play more abstract, less psychological. As it is, it emerges as a rather more conventional work than the text suggests. Strindberg was well aware of its originality: *Miss Julie* is a compromise with romanticism and painted flats. But *Creditors* is modern right through. Not the least impressive aspect of the Almeida production is Hildegarde Bechtler's and Alastair Brodie's wonderful set, which helps take the whole thing a long way past either painted flats or romanticism.

Brian Morton

Television

Too deadly to give up

"By mistake," was Ken Livingstone's answer when *Bandung File* (Channel 4, May 16) asked why the GLC had given a grant to the Vienna Hindu Parishad. "I am guided by people who advise me." In this case, he seems to have been badly advised. The VHP, which failed to obtain a High Court injunction to prevent the programme going out, claims to be a religious body, but has links with the political RSS, one of whose members was responsible for killing Gandhi. Its Hindu Communism (which Nehru called "the Indian version of Fascism") is divisive of the Asian community in this country and *Bandung File* suggested that the GLC, like the Labour-controlled councils in Bolton and Newham, has offered money to the group and others "on the basis of their ethnic identity without understanding their political origins".

"I've learned my way slowly," Livingstone said. *Bandung File* also explained to Lord Gifford's enquiry into the Broadwater Farm riots how he came to make his remark about the police getting "a good hiding", and looked at evidence of discrimination on YTS schemes in the Midlands, in particular a report alleging that some FE colleges have bowed to the wishes of employers who specified that they

did not want black trainees. Each of the three items tackled an important issue which I did not see reported anywhere else.

The film of Alice Walker's *The Color Purple*, directed by Steven Spielberg and currently being shown in Cannes, will get plenty of exposure when it opens in London in July. *Omnibus* (BBC1, May 16) got in early with a touching profile of the writer and the background to her work. It was the usual *Omnibus* mixture of readings, archives and interviews, but Alice Walker gives her account of the black woman's experience an immediacy that would defeat any attempt to distance it.

It was not the fault of *Life's Cycle* (Channel 4, May 16), the first in a new series, that it could offer no better advice to women who suffer from the pre-menstrual syndrome than to join a self-help group. As the programme made clear, none of the theories to account for PMS is anywhere near proven. Unfortunately, by showing extreme cases of an affliction from which many women suffer in a mild form, and especially by citing an extremely rare case where it had successfully been used as a defence to a charge of murder, the programme skirted round much deeper biological and social problems than it could

handle.

Did you see? (BBC2, May 16) and *Right to Reply* (Channel 4, May 17) both questioned the way in which Nicholas Humphrey made his point about man's treatment of his fellow men in the last part of *The Inner Eye* (Channel 4, May 12). Announced as "deliberately shocking", the programme had consisted mainly of extremely violent images, to support the conclusion that we deny the most precious part of our human inheritance when we fail to empathize with the sufferings of others. Art, as Humphrey argued elsewhere, can produce the opposite effect and Clive Jerminal's play *The Best Years of Your Life* (BBC2, May 14), which has also been widely discussed, communicated just that insight into the feelings and the needs of its central character, dying of cancer. The knowledge that its author was writing from personal experience of the disease made it hard to bear.

And, as a sardonic footnote to Humphrey's catalogue of mankind's self-inflicted suffering, Brian Walden devoted *Weekend World* (ITV, May 18) to a report on chemical warfare. Poison gas, he assured us, is "too deadly a weapon to give up". No, I must have misheard that.

Robin Buss

Manet unmasked

The Hidden Face of Manet. Courtauld Institute Galleries until June 15.

Anyone who has ever wanted to dig beneath the surface evidence of the work of a great painter will be excited by this exhibition. Presented by the *Burlington Magazine* (the catalogue comes with the April edition) in support of the Courtauld Institute's Appeal for funds to enable it to move to Somerset House, the organizers have surrounded the gallery's own "Déjeuner sur l'Herbe" and "Un bar aux Folies-Bergère" with over 50 unfamiliar drawings, prints, oil sketches and paintings, including the Copenhagen version of "The Execution of Maximilian". Carefully selected to show the changes of mind that led Manet towards ever more powerfully concentrated images of his principle themes, the exhibition uses X-ray photographs to reveal a parallel development in individual pictures.

Together with engravings of older master works that inspired or supported him, the outcome is a brilliant



display of pictorial excavation which comes as near to uncovering Manet's working processes as anyone could reasonably expect. For the Courtauld, this must be a matter of justified pride. For students of painting, it will be a revelation.

Michael Clarke

Above: "Seated bather, facing right" 1858-60

Gender trap

The Mystery of Alexina (18) Everyman Cinema, Hampstead

The Mystery of Alexina is based closely on the records of a real case in France during the 1850s which, if it had not actually happened, might have been invented by Michel Foucault, so graphically does it illuminate the historical questions of identity and sexuality that were the subject of his work. It was Foucault, in fact, who published the diary of Adelaide Barbin, who fell in love with a fellow-teacher at a provincial girls' school. "Alexina" (the name given in the contemporary medical record of the case) was in reality a young man, wrongly classified at birth and himself more or less ignorant of the mistake. Nearly hermaphrodite, he was eventually driven to suicide by the scandal and by the frustration of his feelings for Sara.

Réne Féré and Jean Gruault have adapted Alexina's story with the same intention as Foucault in publishing it: to show the inability of society to cope with a problem of sexual identity which cannot in any case be "blamed" on the victim. For this they had to avoid complacency with Alexina's persecutors and write a love story in which questions of gender became irrelevant.

RB



Whale tale

Moby Dick
Orchard Theatre.

From a bare, raised platform stage, giving the impression of boundless space, Captain Ahab's *Pequod* sets out from Nantucket in search of the white whale, monster and symbol. A new production of Peter Terson's dramatization of Herman Melville's novel, which was first performed at the Victoria Theatre, Stoke-on-Trent in 1972, is now touring the West Country in a version directed by Nigel Bryant at the Barnstaple-based Orchard Theatre.

It is a play in which the tension is held by stark contrasts. Each character is firmly delineated and measured against the awful calm of the obsessed Ahab, played with a deadly deliberation by John Surman. The scars of his mutilating experiences highlight the enthusiastic naivety which Simon Bins brings to the part of Ishmael, and the solid good sense which surrounds Andrew Jolly's playing of the

Quaker first-mate, Starbuck. Above all, the frenetic rituals of Ned Vukovic's Queequeg, the Indian harpoonist, and the antics of George Lascelles' Puck-like ship's boy, Pip, give this production (which relies heavily on mime) the emotional impact of dance.

The crew sail to a disaster in which the audience is inescapably involved, bound to the fate of the *Pequod* by means of music, the folk songs of A. Lloyd (who once went whaling himself from Australia), and devastating lighting effects combined with a great mirror in which Ahab faces himself and his death. It is a rare and totally absorbing theatrical event.

The Orchard Theatre is touring *Moby Dick* throughout May and June, taking it to the Malvern Festival which ends tomorrow; playing four nights at Plymouth's Theatre Royal and finishing at the Shaftesbury Arts Centre on June 21. For further details of the tour phone 0271 73356.

Shirley Toulson

Carl Orff's *Carmine Burana* have become one of the staples of choral repertoire, loved equally for their bawdy lyrics and thumping melodies. David Parlett publishes Orff's cantata arrangement as an appendix to *Selections from the Carmine Burana* (Penguin £4.95), verse translations of those 13th-century "Songs of Beuern" dug up in a Bavarian monastery six centuries later. Fate and Fortune are both performed by Philippe Vulliamin and Valérie Siroh; but it tends to minimize the real strength of the social forces that separate the lovers. When Sara herself is forced to choose, and, inevitably, renounces him, we are almost inclined to blame her. The result is that the film gives us an illusory feeling of righteousness. One ignorant 19th-century priest, in any case misinformed, might fail to show compassion, but not us, surely. And that was not Foucault's meaning.

But at the same time, the film gives an intensely observed picture of provincial life, particularly in the scenes in the girls' school, and Féré has resisted the temptation to caricature attitudes or teaching methods. The society in which he places Alexina is believable and fundamentally not so different from our own. The sympathy with which he portrays it may, in the end, help us to avoid complacency when we consider its treatment of Alexina's involuntary deviance from its norms.

RB

BRISTOL UNIVERSITY/ WATERSHED

ARTS

Real life, with safety-nets

Herodism and Hinterland: two short plays created and performed by members of KYC Theatre Group from the Kingsdale School, Dulwich.

The kids from Scher love a winner. KYC's *Herodism*, in joint first place at this year's Anchor Youth Drama Awards, and *Hinterland*, an earlier play from the same group, delighted them in a showcase production at the famed Islington venue prior to their presentation at the Cockpit Theatre on June 6 and 7. Watching the two plays in tandem also offered a startling insight into the "learning processes" of drama in education.

Dave Ramsay is head of drama at Kingsdale School, Dulwich and founder of KYC (Kingsdale Youth Centre) Theatre Group. He is patiently insistent on the real distinction between

"drama" and "theatre", and while an enthusiastic exponent of the "performing arts" principle in schools, he is determined that class work should be founded on the search for what he calls the individual's "personal autonomy". In Denis Kelly's report, *Learning Processes in a Youth Centre Drama Group*, Ramsay's specific aims for drama are listed as a means whereby the individual can excel and be seen to excel, can gain "understanding and control over the expression of feelings and moods", can experience "empathy and identification" within a "creative process", develop "personal and social skills" and rehearse "real life in the safety of a workshop". The sense and value of an experience shared in the classroom develops naturally, and in this case with *Herodism*, into the public performance.

Herodism is not about actors interpreting a text. The play focuses on a group of 13-year-olds coping with the

heroics of the mundane. The performances endearingly betray the improvised origins of the piece, but in offering honesty rather than technique, approach, perhaps, a stunning new way of telling an old tale. Reflecting the depth and aims of the class work, the ordinary heroes in the play shake off the drab uniforms they wear at the beginning to reveal a bright individuality, without losing a collective responsibility, or an idea of community in a changing cultural landscape. The process by which the group arrives at a play suggests ways of presenting a reality, while teaching actors how to be.

Hinterland is KYC at its smoothest and funniest. Delroy lives with his cat-hating, saveloy-loving father in a high-rise. Their relationship is minutely and hilariously probed; Delroy's mission to gather saveloys for his easily outraged father is interrupted by his need to impress his peer group in the

park, and the balance of his twin anxieties acts as a springboard for some high farce. Such is Delroy's fear, after his friends have eaten his father's dinner, that his imagination conjures the "real" and apocalyptic vision of dad, bent on slow-motion vengeance. Reconciliation neatly brakes the breathless pace, and illuminates a further reality of family relationships. Just like home. Vinny Gayle, as the father, combines a comic's rhythm and a flair for mime in a play which confronts the land of the lost nerve with a keen resurrection of style and celebration.

Tony Rowlands

KYC Theatre Group can be booked through Dave Ramsay on 01-670 7575. Copies of *Learning Processes* in a Youth Centre Drama Group are obtainable from ILEA. For further information on the Anchor Youth Drama Awards ring Judy Ditchburn on 01-995 0764.

Cold study

Hamlet: A Portrait. Leicestershire Schools Theatre Company.

It's hard to see exactly what we schools can make of this *Hamlet*. What's on offer is a one-hour, freeze-dried version of the play for five actors, and as such its emphasis is inevitably on the play's action.

The company's avowed intent of making the play "accessible" (and don't all theatre companies intend this?) is only superficially achieved. The story is quite imaginatively told, but at enormous expense to the characterizations. Gertrude is a traditional vamp, Polonius a traditional doddler, Ophelia a flighty sex-seeker and Claudius a leering Malinzo. Horatio, who often is used as a filter—the onstage eyes and ears of the audience—is conspicuous by his absence. Hamlet signals the dimensions of his antic disposition far too bluntly, pointing a wagging finger to his head in the first Polonius scene, where he is discovered reading the *Beano*. When he goes "genuinely" mad he makes the difference between the two states so obvious that there's nothing left for curiosity or interpretation to get a purchase on.

In sum, this "portrait" is a fairly unilluminating caricature of the play, shot through with gimmicks, most of which are redundant. The only one that works is the surreal presentation of the Mousetrap on Elsinore's home video. At best it's a none too serious *aide mémoire* for tired A level students.

Nick Baker

Laments

Stravinsky: Selected Correspondence Volume II. Edited and with Commentaries by Robert Craft. Faber £35.00, 0 571 13373 8.

The massive and beautifully produced and edited collection of Stravinsky's correspondence has now reached its end—mercifully, some will think. All Robert Craft's scholarly apparatus and meticulous annotation cannot compensate for the basic dullness of Stravinsky's epistolary style, replete with Tzarist formalities, bowings and bowtows, but lacking in any quantity of fresh insight into his creative process.

Letters to and from Debussy, Salé, Poulenc and Ravel sound promising, but turn out to be mostly laments for the health of the respective parties. The second half of the volume is dominated by letters to and from Stravinsky's publishers. Of course, there are points of interest, as in an exchange over an aborted collaboration with Dylan Thomas; but the overall effect is of a shrewd business man keeping an eagle eye on his properties and his rights over them.

Craft is reported to have decided that a full-scale biography of Stravinsky is impossible. Readers with a general interest in 20th-century musical life will feel that what we have here provides adequate compensation.

Rupert Christiansen

Among this week's contributors:

Danielle Abbot's latest book of poems, *Ask The Bloody Horse*, is published by Hutchinson at £3.95 and is the new Poetry Book Society Choice.

Frances Gibb is legal correspondent of *The Times*.

T J O'Hickey was, until February this year, chief leader writer of *The Times*.

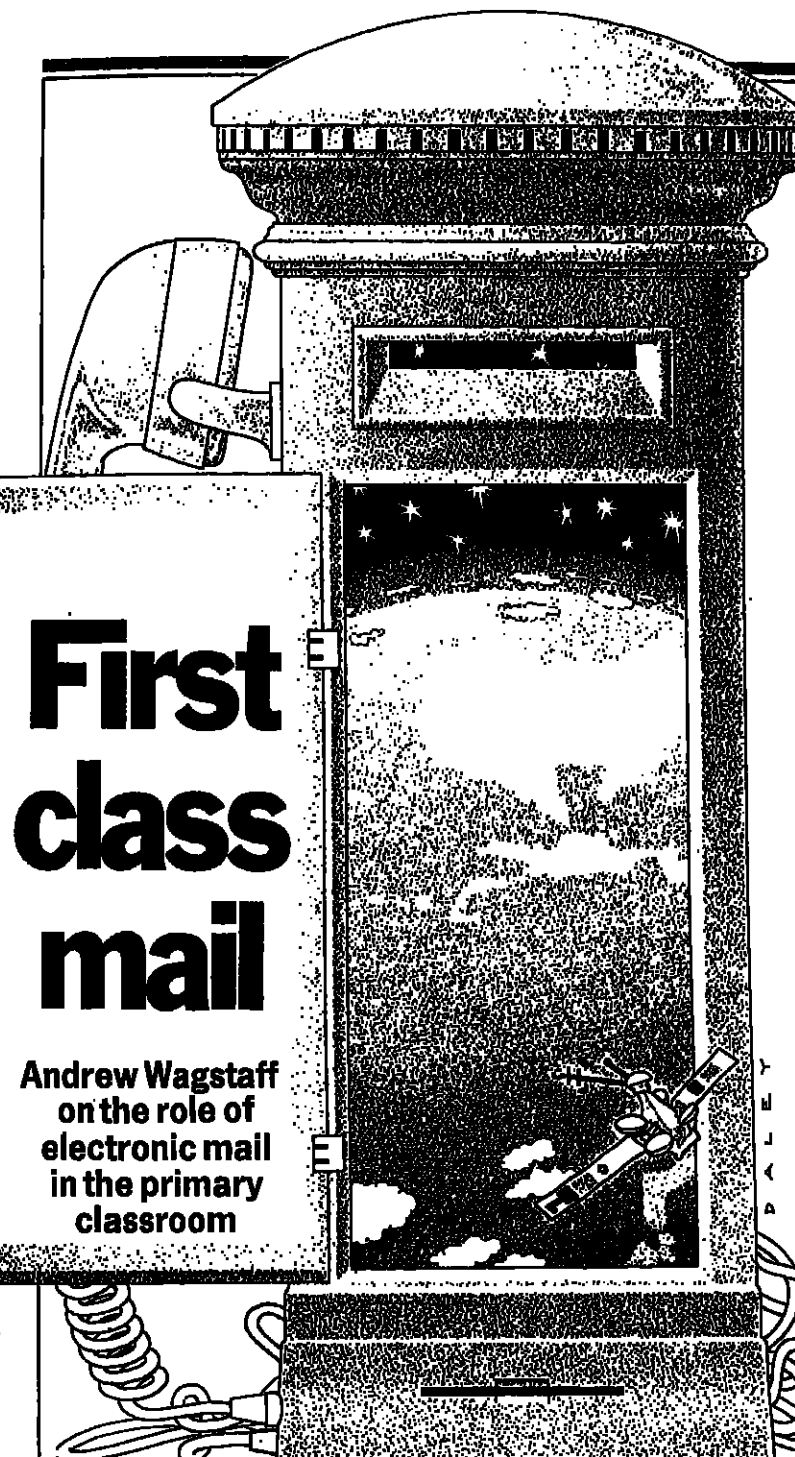
Philip Jacobson is the chief foreign correspondent for *Today*.

Roger Knight is senior lecturer in education at Leicester University, and editor of the *Use of English*.

Patrick Sorrell is senior lecturer in cartography in the department of land surveying at North East London Polytechnic.

John Warren is a lecturer in the department of modern languages at Oxford Polytechnic.

RESOURCES



First class mail
Andrew Wagstaff
on the role of
electronic mail
in the primary
classroom

more immediate and certain than letter post; your message is delivered to the receiver's mailbox within seconds of your sending it; and you are given confirmation that it has arrived.

Electronic mail is potentially more convenient and cheaper than the telephone. When you send your message the receiver does not have to be on the telephone, nor do you have to be using the phone in your school; your message will be sent and will sit in the mailbox awaiting him. The cost of sending a message anywhere in the British Isles is never more than the cost of a local telephone charge.

One school in Cleveland is using electronic mail as a natural extension of existing initiatives, and is now in contact with schools in California. Others are using it to establish links with other schools in order to set about collaborative project work. Ten schools in Devon are getting together with nine schools in Tasmania. Although this project intends to exchange information using a variety of media: drawings, photographs, audio cassettes and letters, the "glue" which will hold the whole thing together will be provided by electronic mail.

Some schools are establishing links as a means of breaking down the formation of religious, racial or cultural stereotypes. Electronic mail offers an immense potential for increasing understanding within our divided world. Once children begin to exchange information and ideas there is a good chance that the rest of the world will cease to be a series of abstractions: opinions will be based on first-hand experience of communicating with real people, not on the stereotypes so often found in books.

Others are encouraging children to see themselves as providers of information, not simply information users. Because local area databases are under the control of each I.E.A., they can be tailored to reflect the needs and interests of local schools.

One school in Derbyshire has used its system to stimulate creative thought, discussion and writing by having an adult play the role of Merlin; the children entered into a correspondence which was both a delight and an educational experience. A teacher in Northern Ireland is using the system in a school with a unit for children with only partial hearing. Their handicap is simply irrelevant when they use electronic mail to communicate with other schools.

As time goes by we can confidently expect electronic mail to be used in an increasingly wide variety of ways. But two questions remain to be answered. How does the use of electronic mail fit in with good primary practice, and should all primary schools be expected to involve themselves in its use?

The answer to the first question may be found by thinking about the different types of computer software available today. The diagram below shows one possible way of classifying computer programs.

In the outer circle can be found the programs written to practise specific skills or convey specific information. The content of such programs is usually fixed and they are very easy for teachers to use. Examples of these are programs such as *Shapshooters* or *Brickup*. These pose the question and provide the answer.

In an inner circle are the programs which set a definite goal for the user

but leave considerable latitude for the route taken to that goal. The content of such programs is often fixed, although some do allow for its variation through the creation of data files. This sort of program is exemplified by adventures such as *Mallory* or *Flowers of Crystal*. Teachers need a fair amount of both skill and commitment to use these programs, since much of their educational worth is lost if they are not used as part of some larger theme or topic, or if children are not actively encouraged to build on the experiences the programs provide. They provide the questions and many ways of finding the answer—sometimes there are many answers.

Within a further inner circle lies software which exists to be used as a tool. Writers of such programs know only the broad purposes for which they may be used and are ignorant of the goals which may be pursued by the user. These are information retrieval programs like *Grass*, wordprocessors like *Writer*, graphics programs such as *Image*, and even a computer language like *Logo*. It is up to the teacher to decide where and when they can profitably be used; how the children should be taught to use them; and to what purposes they should be put.

There has been much glib talk of teachers not needing to understand computers in order to use them. This may well be true up to a point, but when it comes to using software tools that point has been passed.

To pursue the tools analogy—would we feel happy to see a teacher allowing children to use powered equipment in a workshop class in ignorance of the purpose of the equipment, or of its mode of operation? Somehow one doubts it. Software tools can only be used to aid in the production of an answer—the user must determine the questions. And the posing of appropriate questions is never an easy task.

Finally we come to software which lies in the innermost circle of all. Here is to be found the sort of software which is just a bridge for the extension of a computer's powers. Communications software such as that offered by *Communitel* or *TTNS* falls into this category. These programs may be easy to use, indeed they depend on it, but they make the heaviest demands on teachers.

If proper use is to be made of them then it is likely that upon their backs will ride the use of complex pieces of other computer software such as word processors and information retrieval programs. Because they enable schools to communicate with other schools the work done will not just be inter- but intra-curricular. Used to their best advantage they can do much to enhance existing good primary practice and more to encourage its spread.

And should all primary schools get involved with electronic mail? Almost certainly not. It is not indispensable. No school which lacks it need feel under-resourced, provided that matters have been thought through. It may be that a school finds that its energies and funds are already committed, or that it is making full use of its scarce computer resources already. There may even be plans for the future development of computer usage and no room in those for electronic mail.

Primary schools should, however, be aware of both the existence and the implications of electronic mail. Used without forethought electronic mail is just another interesting use of a computer. Introduced as a necessary element in a school's resources, accepted by teachers who have both the will and the expertise to use it, and used by children in a sensitive and imaginative way, it could spell the end of our isolation.

Andrew Wagstaff was Deputy Director of the MEP Primary Project.

Aural art

The Sounds of Poetry
Audio tape and teacher's handbook
By Edwin Webb and Edward Lee
Price £10.35 (incl VAT + p&p)
Sussex Publications, Prepost, Devizes, Wiltshire SN10 1BR.

"The ear is the only true writer and the only true reader." Robert Frost's characteristic statement would be echoed by the makers of *The Sounds of Poetry*, which reminds us that poetry is, as much as anything, an aural art, a fact often ignored or undervalued in the teaching of it. A poem, Webb and Lee suggest, should be treated—like a play-script or musical score—as something which we can experiment with and produce in different ways, so that a good performance of a poem becomes an interpretation.

Starting with the idea of poetry as "organized speech", the tape looks at what it has in common with our everyday use of language—expressive features such as pauses, stress, pitch, tone—and at the way we normally use these clues to build up an impression of the speaker's mood or circumstances. By playing around with these features, we can, as the authors show, uncover meanings which aren't always immediately apparent from merely looking at the words on the page. A number of poems are read and discussed in this context, among them the anonymous "Bib's Epitaph", Larkin's "Days" and Henry Reed's "Lessons of the War".

The strategies worked out on the first side of the tape are tested on the second side through a discussion and reading of T.S. Eliot's "Journey of the Magi"; the tape broadens out into a very useful introduction to the interpretation of poetry, full of practical hints on how to tackle puzzling passages. Although the choice of examples is slightly biased towards poems with distinctive, easily recognizable dramatic contexts, *The Sounds of Poetry* is valuable for its active, exploratory approach and for its refusal to segregate poetic uses of language from everyday uses.

Ashok Bery

Snap

Swotz - French 1
Price £3.99 plus p&p
Swotz Study Aids, Unit 2, 125 Southampton Street, Reading, Berks.

Swotz is a card game designed for first year learners. It consists of a set of 108 cards illustrating basic French vocabulary, divided into six groups of varying levels of difficulty, ranging from simple nouns to 18 important verbs.

The cards have English on one side, an illustration and the French equivalent on the other. A player wins a card by correctly translating from English into French the language content of the card he picks, and should he fail to do so, that card is replaced at the bottom of the pack. As the game ends only when all the cards have been won this means that pupils' attention is concentrated on the expressions they know least well.

The deviser's claim that the game "teaches essential French vocabulary and grammar" seems rather ambitious, but a pack of *Swotz* would help to provide vocabulary reinforcement as a group-work activity. It would also be a useful addition to the resources of a Languages club.

Frank Thomas

Improvise

Practical Jazz in Education Project
Blanchington Mill School, Hove.

Music at Blanchington Mill comprehensive means just about everything from rock and pop to classical, but until recently jazz has not featured in the curriculum except as part of a history course. Head of music David Glasston does not regard himself as an expert in the field, although the school band, The Millstones, which usually plays a light music repertoire, has worked in the past with Berkshire Youth Jazz. The combination of the band's reputation locally and Mr Glasston's broad approach to music in the school made Blanchington Mill an obvious choice for Brighton-based Jazz South's educational initiative launched last term.

Jazz South musicians from four sections of the jazz orchestra—reeds, brass, rhythm and keyboards—have been working with pupils in the lower and upper schools, helping them to grasp the basics of jazz: chords and chord sequences, rhythms, and particularly the techniques of improvisation. The ability to improvise has obvious benefits for those who will follow the new GCSE course in the upper school, as does a familiarity with a style of music that has for a long time been over-intellectualized and consequently unpopular in schools.

With older pupils—members of the Millstones—the course has taken a different form. In a jazz workshop after school each section of the band split up with a member of Jazz South to work on rhythm and improvisation. The Millstones are all competent musicians, but sometimes, said one professional, "they play as if they are speaking without any punctuation".

Group leader Terry Seabrook was responsible for planning the course and he admits the learning process has been two-way. He and the other musicians have thoroughly enjoyed their spell as teachers and David Glasston says they are now putting across their skills even more effectively than at the start of the experiment. The drawback at present is that the project cannot be more widely adopted in the county. Four one-day-per fortnight sessions cost in excess of £1,000 and so far only Blanchington Mill and one other school in the area have taken part. However, Jazz South has received increased funding to relaunch the project in 10 schools next January.

Philippa Davidson
For more information about Jazz South and its educational work contact Adrian Kendon, 13 Hartington Road Brighton. The project is funded by the Arts Council, *American Express* and *East Sussex* education authority.

Extemporaneous Dance Theatre's production *Pier Rides* (reviewed last week) involves the London Youth Dance Theatre, Artlink Youth Dance and the London Contemporary Dance School. Because of a misprint, the article stated that such collaborations are not part of Extemporaneous's policy; such ventures are, in fact, integral to their work, and we apologize to all concerned.



Fascinating Aida

Aida.
New Sussex Opera, The Dome, Brighton.

Grand Opera mounted on a small budget is something of a speciality for New Sussex Opera, whose production of *Aida* for the Brighton Festival was one of their best yet. Lacking elephants and camels for the Grand March, it relied on ingenious use of Brighton's Dome—itsself as exotic a setting as producer Stephen Medcalf could possibly have wished for as a backdrop to Verdi's own lavish, occasionally oriental-style score. Thrusting forward into the auditorium, the large chorus could be heard at its best; so too

could the National Centre for Orchestral Studies Orchestra, conducted by Stephen Barlow and containing the best music college instrumentalists intending to take up orchestral careers.

A troupe of junior break-dancers were chosen through local auditions to perform the slave dances in Act Two—an ingenious idea, bound to be imitated elsewhere given the enthusiastic audience response. Well received, too, were the principal soloists: Howard Haskin as Radames, wobbly on top notes but otherwise splendidly forceful, and Jenny Miller, eloquent in the sport-role of Amneris.

But, suitably enough, the star of the show was Aida herself: Anne Williams-King. Already a principal with Welsh National Opera, she produced

seemingly effortless tones always on the note and always in context, whether expressing anger, despair or Carmen-like seduction. The beauty of her singing helped offset the depressing overtones of current Middle-Eastern chaos evoked by designer Paul Gambrell's decision to dress up Ancient Egyptians as Lebanese-style miffids, complete with plastic rifles and bazookas. The point made here is fair comment on the ugly values underlying the battle fever celebrated in Act One, but like the recent London production of Rossini's *Moses in Egypt* not always consistent with the more optimistic, lyrical mood set by the music itself.

Nicholas Tucker

The art of song

The David Clover Competition for Singers
Firth Hall, Sheffield, May 11.

David Clover, music adviser for the City of Sheffield, was a passionate advocate of the potential of the human voice—the musical instrument which, as he never tired of pointing out, we all share. In his memory, the Sheffield Teachers' Choir of which he was founder conductor, instituted a competition for young singers. This year's final, held in the provincial Victorian dignity of the Firth Hall of Sheffield University, proved to be a telling justification of the work which Clover and his colleagues and successors have done to establish singing as a major branch of youth music making in the city.

The finalists each sang a varied programme to a knowledgeable and interested audience and were judged

within their respective age groups by Constance Shacklock. Junior winner was 14-year-old Isobel Atkinson, whose charming performance, ending with Edward German's "Dream of Day III" was delivered with musicality and confidence.

Intermediate winner Carl Searle gave an account of himself which entirely surpassed her 15 years. The maturity of her Schubert "Mignon" demonstrated particularly remarkable insight and great power. Carl induced that feeling of being in the presence of something special which is always potentially there at any musical competition, waiting only to be conjured by the presence of a rare gift.

Susan Steer, a 19-year-old undergraduate of the university, won the senior section with a musical and flexible performance of her four chosen songs which included the dauntingly difficult "Ach Ich Fühle" from *The Magic Flute*. The Open Section,

for singers of any age, was won by Valerie Robinson, an experienced and accomplished amateur.

Constance Shacklock, OBE, one of the great English singers of our time, adjudicated with wisdom, and a depth of understanding of the feelings of the young singers which was both transparent and moving. Brief interludes by the City of Sheffield Girls' Choir, 1993 Sainsbury Choir of the Year, provided the audience with the right degree of relief from the tension of competition.

The whole day—and those leading up to it—was a wonderful demonstration of how the art of song can be kept in being within a region at a very high standard, given communal determination and zeal. What better memorial could David Clover have?

The finals of the David Clover Competition were sponsored by the Sheffield Collegiate Montessori Nursery School.

Gerald Haigh

MALLORY
FLOWERS OF
CRYSTAL

TTNS
COMMUNITEL

SHAPESHOOTER
BRICKUP

WRITER
IMAGE
LOGO

notes

OPEN LEARNING
"Writing Your Open Learning Module" is a self-study guide produced by the Capel Manor Open Unit, one of the Manpower Services Commission's Open Learning Projects.

The guide offers guidance on style, presentation and layout, and is available from Capel Manor, Bullsmoor Lane, Waltham Cross, Herts EN7 5HR.

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:-

ALEXANDER MCLEOD (JM) SCHOOL

Fuchsia Street
(Entrance Bostall Lane), SE2 0QS.

Vacant 1 September 1986. Roll 232. Burnham group 4 plus Inner London allowance.

ALLEN EDWARDS (JM) SCHOOL

Sturley Road,
Larshall Lane, SW4 6RP.

Vacant now. Roll 219. Burnham group 4 plus Inner London Allowance.

BARLEY (JM&I) SCHOOL

Barley Road, W10 8BH.

Vacant 1 September 1986. Roll 261 plus 20 ft and 10 p/nursery. Burnham group 5 plus Inner London allowance.

BONNEVILLE (JM) SCHOOL

Bonneville Gardens (Abbeyville Road), SW4 0LB.

Vacant 1 January 1987. Roll 148. Burnham group 4 plus Inner London allowance.

HITHERFIELD (JM) SCHOOL

Leigham Vale, Hitherfield Road, SW16 2JQ.

Vacant now. Roll 172. Burnham group 4 plus Inner London allowance.

MERLIN (JM&I) SCHOOL

Baltimore Road, Downham, Bromley,
Kent BR1 5LW.

Vacant 1 September 1986. Roll 201 plus 48 p/nursery. Burnham group 4 plus Inner London allowance.

MIDDLE PARK (JM) SCHOOL

Gregory Crescent (Middle Park Avenue, Eltham Palace Road), SE9 5RX.

Vacant 1 September 1986. Roll 257. Burnham group 5 plus Inner London allowance.

VICTORY (JM&I) SCHOOL

Victory Road, Rodney Road, SE17 1PT.

Vacant now. Roll 157 plus 51 p/nursery. Burnham group 4 plus Inner London allowance.

Please send foolscap size for application form and further details to Chief Education Officer, PER/PS48 (TS10), Room 282a, County Hall, London SE1 7PB. Closing date for the return of completed forms 6 June 1986.

ST PAUL'S WITH ST MICHAEL'S HAGGERSTON CE (JM&I) SCHOOL

Wilda Close
(Off Pownall Road), Dutton,
E8 4JU.

TEL: 01-254 1927.

Applications are invited from suitably qualified and experienced teachers for the headship of this VA school. Vacant 1 September 1986, due to the retirement of our present head. Roll 199. Burnham group 4 plus Inner London allowance. The governors are seeking a committed Christian (communicant preferred). Visits are essential, please telephone the school for an appointment.

Further information and application forms can be obtained from Mrs B. Cronin (clerk to the governors), 510 Fellows Court, Craner Street, Shorditch, London E2 8LE, by closing date 6 June 1986.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (4630)

Primary School Education

Headships

BERKSHIRE

EMMBROOK JUNIOR SCHOOL

Emm Brooke Road, Wokingham

N.O.R. 270

Required January 1987 or

sooner if possible. 1987 or

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PRIMARY EDUCATION

HARROW
EDUCATION COMMITTEE
CANNON LANE MIDDLE
CANNON LANE, Pinner,
Middlesex HA5 2JN
Tel: 0188 7800
Required for September 1986,
an enthusiastic teacher (0.5) to
prepare to teach across the
Middle School age range. An
ability to teach across the
range would be an advantage. An interest in
Education Needs would be
helpful.
Application forms from and
to be sent to the Headmaster
as soon as possible. Please
enclose stamped addressed
envelope.
After work is an Equal Oppor-
tunity Employer. 110022

HAVERING
LONDON BOROUGH OF
HAVERING
PETER C. JIM & I
SCHOOL
Dunedin Road, Rainham RM13
1SS (Ref 923)
Tel: Rainham 55554
Headteacher: Mrs. M.C.
Required for September 1986,
Infant Class Teacher Scale 1/2
depending on experience. Special
interest in Art/Craft/A.E.V.
science or PE.
Application forms available
from the Director of Education,
Havering, Rainham RM13 3DA
and should be sent to the
Headteacher at the school by
June 1986. 110022

HERTFORDSHIRE
OFFICE OF M.J. SCHOOL
Ditchingham, Ditchingham,
Herts. SG8 6JN
Head: Miss B. Chamberlain
Required for September 1986,
an enthusiastic and thoughtful
teacher to take a middle Junior
class in this one form entry
school.
Please apply in writing to the
Headteacher giving curriculum
views and references. Please
enclose a stamped addressed
envelope. 110022

HERTFORDSHIRE
PALMSTEAD INFANTS
SCHOOL
Longfield Lane, Chesham,
Herts. SG8 6JN
Required for Sept. 1986 a
committed and enthusiastic
teacher for Scale 1 post. Two
qualified teachers welcome to
apply.
Please apply by letter as
soon as possible to the Head-
teacher, giving names of two
references. (07376) 110022

HERTFORDSHIRE
HILTONS OF P. OF E.
SCHOOL
Barnes, Herts. SG8 6JN
Required for Sept. 1986 a
teacher for a class of 100
infants. The school is a
small modern village school.
Ability to teach music an
advantage but not essential.
Apply by letter to the Head-
teacher as soon as possible
with curriculum vitae and
references. (07375) 110022

HERTFORDSHIRE
COCKBURN END OF C.
OF E. PRIMARY SCHOOL
Cockburn End, Herts. SG8 6JN
Head: Mrs. V. Edwards
No. on roll: 100
This village school offers a
Scale 1 full time post for
September 1986. Applicants
should have an interest in
current educational
trends, and feel comfortable
working as a member of a
committed team of teachers,
parents and support staff.
Please send letters of applica-
tion together with the
names of two referees, to the
Headteacher as soon as possi-
ble. (07375) 110022

HERTFORDSHIRE
ST. ANDREW'S J.M. SCHOOL
Barnes Lane, Hitchin, Herts.
SG8 6JN
Head: Miss D. Pickover
Required for September 1986,
two Scale 1 Teachers to work
with vertically grouped infant
classes in a co-operative
teaching situation.
Application forms and further
details about these posts are
available from the Head-
teacher. Visits to the school
are welcomed. (07377) 110022

HILLINGDON
LONDON BOROUGH OF
HILLINGDON
ST. BERNARD'S R.C.
PRIMARY SCHOOL
Longfield Lane, Hitchin,
Herts. SG8 6JN
Headteacher: S.B. Tiersman
Required for September
1986 (initially for the Infant
Department), an assist-
ant teacher.
The Governors wish to
appoint an enthusiastic
teacher, preferably with
experience in the Infant
Department. This post is
held on a full time basis.
Application forms and fur-
ther details about these posts
are available from the Head-
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are welcomed. (07377) 110022

ISLE OF MAN

BOARD OF EDUCATION
PRIMARY TEACHING
POSTS
Applications are invited
from qualified teachers for
a small number of posts
within the Board's primary
sector. Applications from
teachers entering the
profession for the first time
will be welcomed.
Application forms and fur-
ther details about these posts
are available from the Director
of Education, Government
Office, Douglas, Isle of Man (0624
3669) to whom completed
forms should be returned by
June 1986. 110022

KENT
COUNTY COUNCIL
SOUTH EAST KENT
NORTH OF HARTLEY
ROAD SCHOOL
St. Leonards, Kent TN38 6JN
A Catholic Teacher, with a
certificate of Religious Educa-
tion, is required for September
1986 to take the Infant recep-
tion class. The post holder
will be responsible for the
school. Responsibility for
the school's educational and
other matters will be shared
with the Headmaster. Further
details and application forms
are available from the Head-
master. Closing date 6 June 1986.

NORTHAMPTON
DROMPTON WESTBROOK
COUNTY PRIMARY SCHOOL
Ditchingham, Ditchingham,
Herts. SG8 6JN
Required for September 1986,
a teacher for a class of 100
infants. The school is a
small modern village school.
Ability to teach music an
advantage but not essential.
Apply by letter to the Head-
teacher as soon as possible
with curriculum vitae and
references. (07375) 110022

HERTFORDSHIRE
PALMSTEAD INFANTS
SCHOOL
Longfield Lane, Chesham,
Herts. SG8 6JN
Required for Sept. 1986 a
committed and enthusiastic
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Please apply by letter as
soon as possible to the Head-
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HERTFORDSHIRE
COCKBURN END OF C.
OF E. PRIMARY SCHOOL
Cockburn End, Herts. SG8 6JN
Head: Mrs. V. Edwards
No. on roll: 100
This village school offers a
Scale 1 full time post for
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committed team of teachers,
parents and support staff.
Please send letters of applica-
tion together with the
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Headteacher as soon as possi-
ble. (07375) 110022

HERTFORDSHIRE
ST. ANDREW'S J.M. SCHOOL
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SG8 6JN
Head: Miss D. Pickover
Required for September 1986,
two Scale 1 Teachers to work
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Application forms and further
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Required for September
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Department), an assist-
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The Governors wish to
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Application forms and fur-
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are welcomed. (07377) 110022

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity
Employer
HAZEL PRIMARY
COMMUNITY CENTRE
Hazel Primary, Leicester
LE2 7JN
NOR 240
SCALE 1
Required September
teacher for 30 place
nursery. Applicants must
have a positive commit-
ment towards family and
early education. Applica-
tions should be returned by
June 1986. 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer
BIRSTALL RIVERSIDE
COUNTY PRIMARY
SCHOOL
Wanlip Lane, Birstall,
Leicester LE4 4JU
NOR 430
SCALE 1
Required September an
infant teacher who is an
informed and imaginative
practitioner with a keen
interest in child develop-
ment and curriculum im-
plementation and a willing-
ness to take an active part
in the life of the school.
Please contact the Head-
teacher for further details
and application forms
(S.A.E.). (07525) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer
BIRSTALL RIVERSIDE
COUNTY PRIMARY
SCHOOL
Wanlip Lane, Birstall,
Leicester LE4 4JU
NOR 430
SCALE 1
Required September an
infant teacher who is an
informed and imaginative
practitioner with a keen
interest in child develop-
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plementation and a willing-
ness to take an active part
in the life of the school.
Please contact the Head-
teacher for further details
and application forms
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LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer
EVINGTON VALLEY
INFANT SCHOOL
Evington Valley Road,
Leicester LE5 5LL
NOR 212
SCALE 1
Required September
teacher for reception
class.
Please contact the Head-
teacher for further details
and application forms
(S.A.E.). (07525) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer
BRIDGE JUNIOR SCHOOL
Mere Close, Off Mere Road,
Leicester LE2 5DL
NOR 250
SCALE 1
Required September for
multi-cultural school,
teacher of Juniors.
Please contact the Head-
teacher for further details
and application forms
(S.A.E.). (07526) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer
BRIDGE JUNIOR SCHOOL
Mere Close, Off Mere Road,
Leicester LE2 5DL
NOR 250
SCALE 1
Required September for
multi-cultural school,
teacher of Juniors.
Please contact the Head-
teacher for further details
and application forms
(S.A.E.). (07526) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer
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Mere Close, Off Mere Road,
Leicester LE2 5DL
NOR 250
SCALE 1
Required September for
multi-cultural school,
teacher of Juniors.
Please contact the Head-
teacher for further details
and application forms
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COUNTY COUNCIL
An Equal Opportunity
Employer
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Leicester LE2 5DL
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SCALE 1
Required September for
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Employer
BRIDGE JUNIOR SCHOOL
Mere Close, Off Mere Road,
Leicester LE2 5DL
NOR 250
SCALE 1
Required September for
multi-cultural school,
teacher of Juniors.
Please contact the Head-
teacher for further details
and application forms
(S.A.E.). (07526) 110022

NEWHAM

LONDON BOROUGH OF
NEWHAM
ST. HELEN'S R.C.
J.M. & I. SCHOOL
St. Helen's, London E13
8DD
Head Teacher: Sister M.
Murphy, F.M.M.
Required for September 1986,
an enthusiastic teacher for a
nursery unit.
Applications are invited
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NEWHAM
LONDON BOROUGH OF
NEWHAM
ST. HELEN'S R.C.
J.M. & I. SCHOOL
St. Helen's, London E13
8DD
Head Teacher: Sister M.
Murphy, F.M.M.
Required for September 1986,
an enthusiastic teacher for a
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RICHMOND

LONDON BOROUGH OF
RICHMOND
UPON THAMES
An Equal Opportunity
Employer
ST. MARY'S R.C. J.M. & I.
SCHOOL
Amey Park Road,
Twickenham TW1 3QB
Established Scale 1
Teacher (Plus 678 Outer
London Allowance)
Required for September
1986 a Junior class teacher
suitable for a probationer
to work with a very support-
ive teaching team.
Forms and further details
(including S.A.E. please)
available from the Head-
teacher, Twickenham Road,
Twickenham TW1 3QB, re-
turnable to the school by
Friday 6th June 1986.
(06333) 110022

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SHROPSHIRE

EDUCATION COMMITTEE
EQUAL OPPORTUNITIES
EMPLOYER
BRINDLEYFORD COUNTY
INFANTS SCHOOL
Brindleyford, Shropshire
100
Scale 1 teacher required
from September 1986 to
teach in a primary school.
Special interests and
abilities in teaching swim-
ming and gymnastics are
particularly important.
The ability to teach swim-
ming is desirable for both
posts.
Written applications includ-
ing full curriculum vitae
and names and addresses
of referees should be sent
to the Head.
Warwickshire is an
equal opportunities em-
ployer. (07475) 110022

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES
EMPLOYER
NUNDOORNE COUNTY
INFANTS SCHOOL
Nundorne, Shropshire
100
Required for September
1986 an enthusiastic teacher
for a primary school.
Application forms available
from the Headmaster at
Nundorne, Shropshire
(06154) 110022

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES
EMPLOYER
NUNDOORNE COUNTY
INFANTS SCHOOL
Nundorne, Shropshire
100
Required for September
1986 an enthusiastic teacher
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THE TIMES EDUCATIONAL SUPPLEMENT

WARWICKSHIRE
THORNHILL FIRST SCHOOL
Kilnworth CV8 5DS
Required from September
two lively and enthus-
iastic full time teachers for
Special Interests and
Reception Class work.
Applications should be sent
to the Headmaster at
Thornhill First School,
Kilnworth CV8 5DS.
Written applications includ-
ing full curriculum vitae
and names and addresses
of referees should be sent
to the Head.
Warwickshire is an
equal opportunities em-
ployer. (07475) 110022

WARWICKSHIRE
BLOXHAM MIDDLE
SCHOOL
Webb Ellis Road, Rugby
CV21 7AU
Permanent, full-time
teacher required for
September 1986. An in-
terest in the school's
Games, Environment,
and Art and Design. Com-
puters essential.
Applications in writing
enclosing curriculum vitae
and names and addresses
of referees should be sent
to the Headmaster at
Bloxham Middle School,
Webb Ellis Road, Rugby
CV21 7AU. (07475) 110022

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SCHOOL
Webb Ellis Road, Rugby
CV21 7AU
Permanent, full-time
teacher required for
September 1986. An in

SECONDARY MODERN
LANGUAGES
continued

NORTHAMPTONSHIRE

MIDDLETON CHENEY
CHENERT SCHOOL
Archer Road, Middleton
Cheney, Banbury, Oxon

Required for September
1986, a teacher of German
(Scale 1) to join an
enthusiastic, successful
department.

German is the first foreign
language taught in ex-
cellent premises
which include a lan-
guage laboratory. There
are thriving exchanges
with schools in Northern
Germany and in France.
The post will include the
teaching of some French.

Chenert is a Group
10, purpose-built 11-18
comprehensive school,
serving a developing and
attractive rural area of
south-west Northants. Ox-
ford and the Cotswolds
are within easy reach.
The school was opened in
1973 and is a modern, well-
equipped and retains the
drive and momentum of a
new school and a young,
energetic staff.

Application form and
further details available
from the Headmaster (SAB
please).

Closing date a fortnight
after this advertisement.
(06365) 133622

OXFORDSHIRE

OXFORDSHIRE
BLESSED GEORGE NAPIER
School

Additional Road, Banbury
The Governors invite applica-
tions for a teacher of German
with one of French, Spanish
or Russian from September
1986. There will be an opportunity
to take part in an immersion
scheme for first year
pupils.

Applicants should be
qualified to teach German
and French to a high level.
C.V. to Father Stanley
C.P.M. St. John's, Presbury,
Banbury, Oxfordshire.
(06684) 133622

ROTHERHAM

ROTHERHAM
METROPOLITAN
COUNCIL

Rotterdam is an equal
opportunities employer

RAMMERSHIRE

RAMMERSHIRE
COMPREHENSIVE
SCHOOL

11-16 Mixed. Approx.
1100 on roll

Required for Septem-
ber 1986

TEMPORARY ASSES-
TANT TEACHER - SCALE

Teacher for French and
German. The post is
initially for one term
only.

Closing Date: As soon
as possible.

Curriculum vitae and
details of two persons for
consideration for the post
should be sent to the
Headmaster, Rammershire
School, Rammershire, Banbury,
Oxfordshire, OX15 2JF. (Tel: 01235 727672). (For further
particulars are available
on request.)

G. Crane, Director of
Personnel, Rammershire
School, Banbury, Oxfordshire
(01235) 727672

COUNTRY MUSIC DEPARTMENT

Enthusiastic and committed instrumental teachers are required
for the following posts to give tuition in schools and area music
centres from September 1986. Ability to drive a car is essential.
Successful applicants will join a small team of teachers in the
appropriate areas.

Assistant Area Director

for South Berkshire (Scale 3)
An experienced and qualified instrumental teacher (preferably
brass) to co-ordinate wind and brass teaching in the area.
Base - Wokingham.

Brass Teacher

FOR CENTRAL BERKSHIRE
Scale 2 post available for suitably qualified and experienced
applicant. Base - Reading

Woodwind Teacher

2 TERMS ONLY FOR SOUTH BERKSHIRE
Flute/clarinet tuition. A full-time appointment is preferred,
although part-time appointments could be considered.
Base - Wokingham.

Woodwind Teacher

PART-TIME FOR EAST BERKSHIRE
Flute/clarinet teacher to give up to 21 hours of tuition per week.
Base - Windsor
Interviews will be in early June

Application forms and further details are available from the
Director of the County Music Department, Mockbeggar
House, 25 Whiteknights Road, Reading RG8 2BT.
Closing date 9th June.

An Equal Opportunity Employer

**Royal County
of Berkshire**

SUTTON

LONDON BOROUGH OF
SUTTON
COUNCIL

Rotterdam is an equal
opportunities employer

THRYBERGH

THRYBERGH
COMPREHENSIVE
SCHOOL

11-16 Mixed. Approx. 970
on roll

Required for September,
1986.

TEMPORARY ASSES-
TANT TEACHER - SCALE

Temporary Teacher for
French to cover maternity
leave.

Closing Date: As soon as
possible.

Curriculum vitae and de-
tails of two persons for
consideration for the post
should be sent to the Head-
master, Thrybergh School,
Thrybergh, Rotherham S65
4JH. (Tel: 01474 32411). (For
further particulars are available
on request.)

G. Crane, Director of
Personnel, Thrybergh School,
Rotherham, Yorkshire
(01474) 32411

SHROPSHIRE

ADAMS SCHOOL
Wem, Shropshire

Shropshire SY4 5UB

Tel: 99 33388

Required for September
1986. Temporary Full
Time Scale 1 Teacher of
French and German.

Application forms from
and returnable to the Head
(06153) 133622

SURREY

EDUCATION COMMITTEE
THE ASHCROFT SCHOOL
Dorking, Surrey

11-16 Mixed Comprehensive
roll 817

Required for September
1986 a teacher of French
and German to join the
department of five. French
is taught at GCSE level and
German is taught at AS and
A level. Both subjects are
taught to a high standard.
Application forms and fur-
ther details from the Head at
the school on receipt of an A.E.O.
Closing date 6th June. 133622
(06867)

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roll 817

Required for September
1986 a teacher of French
and German to join the
department of five. French
is taught at GCSE level and
German is taught at AS and
A level. Both subjects are
taught to a high standard.
Application forms and fur-
ther details from the Head at
the school on receipt of an A.E.O.
Closing date 6th June. 133622
(06867)

SURREY

EDUCATION COMMITTEE
THE ASHCROFT SCHOOL
Dorking, Surrey

11-16 Mixed Comprehensive
roll 817

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ESSEX

ST JOHN PAYNE R.C.
COMPREHENSIVE SCHOOL
Patching Hill Lane
Chelmsford, Essex

11-16 Mixed Comprehensive
roll 1000

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roll 1000

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MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL
OPPORTUNITIES EMPLOY-
MENT AND LANGUAGE
CENTRE
Morden Hall, Morden H
Road, Morden, Surrey
Surrey S20 7B6
Advisory Teacher: Mrs H
Copper
E.S.L. Scale 2 Per
Teacher required Sept
1981 for one term. Expe
and/or additional qu
ifications essential. Car
available.
CLOSING DATE: A.S.
Application forms and
particulars of the po
available from the A

**NORTH TYNESIDE
METROPOLITAN BOROUGH OF
NORTH TYNESIDE
EDUCATION COMMITTEE
GLENLEIGH SCHOOL
West Lane, Killingworth
Newcastle upon Tyne NE
11 0RH**
This is a day SPECIAL
SCHOOL for approximately

Wahm have S. E. N. (M)
Resident for last ja
1981

Begin 2(5) EXPERIE
TEACHER for small class
your old pupils, D. A. E. S
ification desirable.

Application forms are
also from the Direct
Educational
The Chage, No
NE2D OHW and should
turned to the leadteac
soon as possible.

It is the policy of this
to provide equal op
ment opportunities and
sideration will be give
suitably experienced and
ified applicants regard
disability, sex, race or p
status. (04385)

**OXFORDSHIRE
COUNTY COUNCIL
SPECIAL EDUCATION -
HEARING IMPAIRED
SERVICE**

Required for September
an experienced Secondary
teacher with qualifications in
teaching hearing-impaired
children.

At the present time
teaching is undertaken at
the College of Further
Education although the ap-
pointment is to the P.R.C. at
School (13-15 Upper
Scale 2(a)).

Send SAE for further
information and apply
form to the Head-
master, Chyren School, Cheney
Oxford, OX2 9LQ.

**SOMERSET
COUNTY COUNCIL
SUPPORT TUTOR (HEAR-
IMPAIRED STUDENTS)
LECTURER II**
For further information
see under the Somerset
site. (07048)

HEARING IMPAIRED SERVICE
Applications are invited for post within the Hearing Impaired Service. A vacancy exists at the newly expanded Hearing Impaired Unit, Simonalds, T.M.J. School, September, 1985. Total communication method is used; the unit is well equipped with phonetic ears and other audio equipment.
Well experienced and qualified applicants may be offered a Scale 3 post though possible to appoint at a level with a view to future promotion.
Further details and application forms are available from the Director of Education, Town Hall, Jarrow, Tyne and Wear.

Completed forms should be received within 14 days of publication of this advertisement. Informal enquiries should be made to Mr F. Brown (of Service), Tel: 454 (07065)

English, Humanities,
Business Studies,
Combined Sciences,
CDT.

tainable from the
er, Thame House,
ycombe, Bucks
277) closing date
1986.

[illegible]

support is provided in two
 classes each year and is
 addition, setting at a
 rate a maximum as possible
 the course of either
 opportunities for learning
 whatever their learning level
 and the program
 further details of the
 obtained from Mr. M.
 powers, Headmaster at the
 school, are required.
 Closing dates: 6 June 1960
 16001

EXPRESS COUNCIL
FOURTH COUNCIL
LEADER GEORGE NAPIER
JOHN A. CATHOLIC SCHOOL
 required from September
 1960. Send of Special Needs
 Class 5. A well qualified
 teacher is required who will
 develop the children's
 low department.
 Letter of application
 to C. V. to Fr. A.
 St. John's Presby-
 terian, Danbury as
 soon as possible.
 16001

scale 2 Posts and above

ROYDON
 are Primary/St. Giles Special
 School posts: 16001

**BUCKINGHAM
WYCOMBE**
Equal Opportunities

Required for September
full-time Scale 1 teacher
combination of the following
year of

Modern Languages, E
Physical Education, Mat
General Subjects, Co
Art/Design

Applications from stud
course of training this
welcome

**Application forms ob
Area Education Offic
Castle St, High Wy
(telephone 0494 442
6th June**

AMSHIRE BE AREA

City Employer

For 1986, temporary
to cover one or any
writing subjects, for one
only.

English, Humanities,
Business Studies,
Combined Sciences,
n, CDT.

Students completing their
year would be very
me.

tainable from the
r, Thame House,
combe, Bucks
(277) closing date
1986.

SPECIAL EDUCATION continued

STAFFORDSHIRE

STAFFORDSHIRE JUNIOR SCHOOL
Crown Road, Stoneydelph, Staffs ST16 3AL.
Required for September 1986, a Teacher-in-Charge of the Unit for Hearing Impaired children attached to this large Junior school.
Applications are invited from teachers with relevant primary experience who hold recognised qualifications in the teaching of Hearing Impaired pupils (Scale 3 plus MCA). Potential candidates must have a firm belief in the benefits of integration and be able to contribute to the school as a whole.
Application forms and further particulars are obtainable from the Headteacher (a.s.o.). Closing date 10 days from publication.
Trade Union membership encouraged.
STAFFORDSHIRE COUNTY COUNCIL (07074) 160020

SURREY

EDUCATION COMMITTEE
BISHOP DAVID BROWN
Surrey 18 mixed comprehensive. Number on roll 651.
Required for September 1986 specialist teacher of the deaf (scale 3) to be in charge of the school and also to teach in the mainstream curriculum.
Application forms and further particulars are available from the Headmaster at the school. Tel: Byfleet 49096 (07133).

WEST SUSSEX

NEWICK HOUSE SCHOOL
Newick Road, Newick, Sussex BN15 3DP.
Required for September 1986 a Teacher for the Assessment Unit (Scale 3 plus MCA).
Applications are invited from teachers with experience in the assessment of children with severe learning difficulties. A firm belief in the benefits of integration is essential.
Form and details from Headmaster, a.s.o. please, or telephone the School. Tel: Burgess Hill 3550 (04133).

Ravenswood Foundation

THE JEWISH SOCIETY FOR THE MENTALLY HANDICAPPED
Head Office: 221 GOLDSBURY GREEN ROAD, LONDON NW11 3DZ. Telephone: 01-438 3302.

THE PINES UNIT for adults with severe behavioural/emotional disorders and mental handicap.

PROJECT LEADER

Salary: On appropriate professional scale equivalent to Lecturer II FE Scale.

This new and exciting continuing education project now requires a leader who will develop a multi-professional team of staff able to meet the individual needs of about eight adults with severe emotional/behavioural problems in addition to mental handicap. We are seeking for a well qualified person with enthusiasm, energy and drive, together with a willingness to be committed to such a venture. Residential experience in this particular field is essential.

Informal visits may be arranged. Accommodation may be available.
Application in writing to: Gerald Kirsh, Village Director, Ravenswood Village, Nine Mile Ride, Crowthorne, Berks RG11 8SQ.
Closing date: Four weeks after insertion. (04508)

Scale 1 Posts

BOLTON

METROPOLITAN BOROUGH (AN EQUAL OPPORTUNITY SCHOOL)
Pirbright Special School, Crompton Way, Bolton BL1 2XN.
Temporary Teacher Scale 1 (31.8.87) for children with severe learning difficulties.
Application forms and further particulars available from the Director of Education, Bolton, P.O. Box 53, Farnborough House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to the Head Teacher by 10 June 1986. (06556) 160022

BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES AREA
Equal Opportunities
MILTON KEYNES SCHOOL
Whitley Drive, Bletchley, Milton Keynes MK1 6EN.
Required for September 1986 a co-educational teacher for one year only to cover secondment. The successful candidate will work with primary aged children with severe learning difficulties. Scale 1 plus Special Schools Allowance.
Apply by letter to the Headteacher, Mr. T. Jewson, by 10 June 1986, giving full curriculum vitae and the names and addresses of two referees. (04635) 160022

BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES AREA
Equal Opportunities
MILTON KEYNES SCHOOL
Whitley Drive, Bletchley, Milton Keynes MK1 6EN.
Required for September 1986 a part-time teacher for one year. The successful candidate will be responsible for general classwork in a group of 11-13 year olds. Ability to offer an art subject, as part of the special needs field where an overall assessment of children is required for 7 years is required for future placements.
Form and details from Headmaster, a.s.o. please, or telephone the School. Tel: Burgess Hill 3550 (04133).

BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES AREA
Equal Opportunities
MILTON KEYNES SCHOOL
Whitley Drive, Bletchley, Milton Keynes MK1 6EN.
Required for September 1986 a support teacher for one year only to cover secondment. The successful candidate will work with primary aged children with severe learning difficulties. Scale 1 plus Special Schools Allowance.
Apply by letter to the Head Teacher, Mr. T. Jewson, by 10 June 1986, giving full curriculum vitae and the names and addresses of two referees. (04635) 160022

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Form and details from Headmaster, a.s.o. please, or telephone the School. Tel: Burgess Hill 3550 (04133).

Raddery a school for children with special needs

Following the appointment of Mr Michael Toman, Deputy Principal, to the post of Principal of Craigmore School, Peablos, and some internal restructuring, applications are invited for the following posts:

POST 1
Teacher of ENGLISH for Secondary Age pupils.
Responsibility for developing Standard Grade English courses for presentation at Foundation, General and Credit levels. Ability to take responsibility for drama would be an advantage.

POST 2
PRIMARY Trained Teacher to take responsibility for a class group of six children ranging in age from 8-11 years.
Salary range for Posts 1 and 2 will be Burnham Scale 1 £5903 - £5904 Plus Special Schools Allowance of £810 and also Additional Duties Allowance for 15 hours extra per week residential duties of £2796 p.a.
(A further increase of approximately 5.5% has recently been announced and is about to be implemented.)

There are 13 weeks holiday per year.
POSTS 1 and 2 could be RESIDENT or NON-RESIDENT (A modern 2 bedroomed flat is available at a heavily subsidised rental).

POSTS 3 and 4
Two HOUSEPARENTS are required. Qualifications in Social Work, Community Education, etc. are desirable but not essential.
Hours will be 47 1/2 per week; there are 13 weeks holiday per year.
Salary will be based on NJC Grade 2 £6234 - £7095 (qualification bar at £7095).

On completion of 18 months satisfactory service, houseparents move on to NJC Grade 3.
POST 5
One non-resident post of Houseparent is available at Strathallan House, Fortrose, a half-way house for Raddery children in their final year of school or engaged on post-school work experience programmes.

Hours are 37 1/2 per week; 6 weeks holiday per year.
Salary as for Posts 3 and 4.
Raddery has attracted staff who are able to work well in a school/therapeutic community setting and who are committed to a holistic approach to the task. The community thrives on long working hours, a spiritual awareness, and essential harmonious co-operation with colleagues.

The school stands two miles from the sea on the Black Isle, half an hour from Inverness, and is an independent, charitable community of 38 difficult children aged 9-17 years who come to us mainly from the North of Scotland and the Islands. Some 30 adults, one third of whom are resident, work as integrated team members with the Principal to devise ways of helping and educating our children by means of a stimulating, individual and group work programme and formal and informal learning situations undertaken in a spirit of loving care and harmony.

Letters of applications and full curriculum vitae should be sent to The Principal giving details of education, career, skills and interests together with names, addresses and telephone number of three referees.

Apply to The Principal, Raddery House School, Dean Road, Northwood, Middlesex or telephone Northwood 22536 for further information.

THE SPASTICS SOCIETY
An equal opportunity employer

CHESHIRE

EDUCATION COMMITTEE
DEE BANKS SPECIAL SCHOOL
Dee Banks, Chester.
Tel: 0244 24018.
Non-Resident: 67 Age Range: 2-18.
Required for September 1986.

SCALE 1
An enthusiastic, imaginative, and creative teacher is required for a group of children with severe learning difficulties.

The successful candidate should have some qualifications in Special Education and preferably a knowledge of behavioural techniques.

Application forms from and returnable to: District Education Officer, 65 Wellington Road, Silegham, Port, South Wirral.
Closing date: 13th June 1986. (07415) 160022

CHESHIRE

EDUCATION COMMITTEE
EDWARDS HIGH SCHOOL
Birchfield Road, Widnes WA8 7TD.
Tel: 0457 493 871.
Required for September 1986 a co-educational teacher for one year only to cover secondment. The successful candidate will work with primary aged children with severe learning difficulties. Scale 1 plus Special Schools Allowance.
Apply by letter to the Headteacher, Mr. E. W. Shelley, by 10 June 1986, giving full curriculum vitae and the names and addresses of two referees. (04635) 160022

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EDWARDS HIGH SCHOOL
Birchfield Road, Widnes WA8 7TD.
Tel: 0457 493 871.
Required for September 1986 a co-educational teacher for one year only to cover secondment. The successful candidate will work with primary aged children with severe learning difficulties. Scale 1 plus Special Schools Allowance.
Apply by letter to the Headteacher, Mr. E. W. Shelley, by 10 June 1986, giving full curriculum vitae and the names and addresses of two referees. (04635) 160022

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SCALE 1
An enthusiastic, imaginative, and creative teacher is required for a group of children with severe learning difficulties.

The successful candidate should have some qualifications in Special Education and preferably a knowledge of behavioural techniques.

Application forms from and returnable to: District Education Officer, 65 Wellington Road, Silegham, Port, South Wirral.
Closing date: 13th June 1986. (07415) 160022

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ENFIELD

LONDON BOROUGH OF ENFIELD
Horseshoe Lane, Edgmont, Enfield, Middlesex, EN1 1JH.
Required for September 1986 a teacher to join a multi-disciplinary team with responsibility for the care of children with a severe physical handicap, learning and communication difficulties.
Further details can be obtained from the Headteacher.
Closing date: 30th May 1986. (07100) 160022

DEVON
THE WEST OF ENGLAND SCHOOL FOR THE BLIND
Littleton Road, Exeter EX2 4JL.
Application forms are invited for the following posts:
1. Teacher of Music and General Music to take responsibility for the music curriculum throughout the school.
2. Assistant Teacher of Music and General Music to take responsibility for the music curriculum throughout the school.
Successful applicants for the above posts will be required to obtain a qualification by 31st August 1986. The successful candidate will be required to obtain a qualification by 31st August 1986. The successful candidate will be required to obtain a qualification by 31st August 1986.

Application forms and further particulars are available from the Headteacher, Mr. E. W. Shelley, by 10 June 1986, giving full curriculum vitae and the names and addresses of two referees. (04635) 160022

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SPECIAL EDUCATION continued

HERTFORDSHIRE

ELMFIELD SCHOOL
Elmfield, Herts SG1 2AA.
Required for September 1986 a teacher to join a multi-disciplinary team with responsibility for the care of children with a severe physical handicap, learning and communication difficulties.
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Closing date: 30th May 1986. (07100) 160022

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INDEPENDENT EDUCATION

continued

BERKSHIRE

MARIST CONVENT SENIOR SCHOOL

The Priory, Marlborough, Wiltshire

Tel: Ascot 24291

(R01.540)

Wanted September 1986.

Fully qualified PART

TIME TEACHER OF PHY-

SICS.

Further details and Ap-

plication Form from the

Headmistress. 184924

(05540)

BERKSHIRE

ST. JOSEPH'S CONVENT

Reading, RG2 9AT

Required September 1986.

Well qualified part-time (1.5)

teacher of Chemistry, capable

of teaching throughout the

School to O-level. Apply to

Headmistress, 184924

(01450)

BOURNEMOUTH

WESTWORTH MILTON

Bournemouth B15 2DY

Required September 1986. A

graduate to share the teaching

of BIOLOGY throughout the

school. Further details and ap-

plication form from the Head-

mistress, 184924

(01450)

BRISTOL

BRISTOL GRAMMAR

Bristol, GL1 2ET

Independent, ex-Dir. Grant, Co-

educational

558 pupils (11-18)

PHYSICIST

Required in September,

1986 for one term only. A

graduate to teach mainly

Physics to O-level and possibly

some Chemistry. Ability to teach

would be an advantage.

Salary: £10,000 p.a. with

allowances and experience.

Applications together with

curriculum vitae and names of

two referees to be sent to the

Headmistress, 184924

(01450)

CROYDON

ST. ANDREW'S SCHOOL

Godstone Road, Purley, Surrey

Required September 1986. A

graduate to teach mainly

Physics to O-level and possibly

some Chemistry. Ability to teach

would be an advantage.

Salary: £10,000 p.a. with

allowances and experience.

Applications together with

curriculum vitae and names of

two referees to be sent to the

Headmistress, 184924

(01450)

DORSET

THORPE HALL SCHOOL

Weymouth, DT4 9PR

Mixed Day and Boarding 11-16

years, 150 pupils

Required for September 1986.

A graduate to teach Physics

to O-level. Further details and

application form from the

Headmistress, 184924

(01450)

ESSEX

THORPE HALL SCHOOL

Weymouth, DT4 9PR

Mixed Day and Boarding 11-16

years, 150 pupils

Required for September 1986.

A graduate to teach Physics

to O-level. Further details and

application form from the

Headmistress, 184924

(01450)

HAMPSHIRE

BEAULIE SCHOOL

Bournemouth B15 2DY

Required September 1986. A

graduate to share the teaching

of BIOLOGY throughout the

school. Further details and ap-

plication form from the Head-

mistress, 184924

(01450)

GWENT

MONMOUTH SCHOOL

Chamberlayne, Gwent NP23 5XP

Required for September 1986.

A graduate to teach Physics at

all levels. An interest in

Computers and/or Computer

application would be an

advantage. Salary: £10,000

p.a. with allowances and ex-

perience. Applications to-

gether with curriculum vitae

and names of two referees to

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184924

(01450)

LANCASHIRE

ST. LAWRENCE COLLEGE

St. Lawrence, Lancashire

Required for September 1986.

A graduate to teach Physics

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(01450)

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OLDHAM

THE HULMEGRAMMAR

The Hulme, Oldham OL8 4BZ

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A graduate to teach Physics

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HERTFORDSHIRE

THE PRINCESS HELENA

The Princess, Hertfordshire

Required for September 1986.

COLLEGES OF FURTHER EDUCATION

continued

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE
Woking Road, Basingstoke, Hants RG24 0AP
Tel: (0141) 551141

DEPARTMENT OF BUSINESS & MANAGEMENT STUDIES
Requires a Lecturer Grade I from September 1986 to teach Finance and Accounting Modules at BTEC First and National Levels. GCSE 'O' and 'A' level Accounts and Bookkeeping to BSC sponsored courses.

Applications are invited from suitably qualified persons to teach the above. Ability to offer other business subjects including new technology would be an advantage. Salary scale: Lecturer £6,324 - £11,247 p.a.

Application forms and further information available from the Registrar, to be returned as soon as possible. 220026 (05531)

HUMBERSIDE

COUNTY COUNCIL

BISHOP BURTON COLLEGE

TECHNICAL COMPUTER STUDIES

Required from 1st September a Lecturer with experience and qualifications to teach and assist in the development of a wide range of Agricultural Computer Studies at both full and part time students.

Salary: £6,324 - £11,247 p.a.

For further details contact: The Principal, Bishop Burton College, Beverley, North Humberside, HU17 9JG. Tel: 0476 544111.

Applications must be received by 6th June 1986.

Humberside County Council is an equal opportunity employer. (05318) 220026

ISLE OF MAN

BOARD OF EDUCATION

ISLE OF MAN COLLEGE

EDUCATION

Homefield Road, Douglas, Isle of Man

LECTURER I IN TECHNOLOGY

Required for September 1986 a suitably qualified person to teach and assist in the development of a wide range of Agricultural Computer Studies at both full and part time students.

Salary: £6,324 - £11,247 p.a.

For further details contact: The Principal, Isle of Man College, Homefield Road, Douglas, Isle of Man. Tel: (0624) 23113.

Closing date for applications: Tuesday 10th June 1986. (0518) 220026

KNOWSLEY

METROPOLITAN BOROUGH OF

KNOWSLEY CENTRAL TERTIARY COLLEGE

LECTURER GRADE I

We are looking primarily for a person who has a degree and experience in teaching and learning of Office Skills, Secretarial and Business Studies, particularly in the use of new technology.

The person appointed will work in a range of courses according to his/her skills, qualifications and interests. The main area of concern in the curriculum will be our CPVE programme. The appointment will be from 1st September 1986 or as soon as possible after that date.

Application forms and further details available by sending S.A.E. to the Principal, Knowsley Central Tertiary College, Roper Road, Roby, Merseyside L36 9TP to whom completed forms must be returned by 6th June 1986. (05136) 220026

LANCASHIRE

COUNTY COUNCIL

BURNLEY COLLEGE

LECTURER I

As soon as possible.

Salary: £6,324 - £11,247 p.a. with progression to £12,945.

For further details contact: The Principal, Burnley College, Burnley, Lancashire BB10 3JG. Tel: 0524 544111.

Closing date for applications: 10th June 1986. (05136) 220026

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COUNTY COUNCIL

BURNLEY COLLEGE

LECTURER I

As soon as possible.

Salary: £6,324 - £11,247 p.a. with progression to £12,945.

For further details contact: The Principal, Burnley College, Burnley, Lancashire BB10 3JG. Tel: 0524 544111.

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BURNLEY COLLEGE

LECTURER I

As soon as possible.

Salary: £6,324 - £1

Research Posts

LONDON

RESEARCH OFFICER (PART-TIME)
The Royal Association for Disability and Rehabilitation requires a Research Officer to undertake a two year project to promote personal independence in children and young people with physical disabilities. The post should appeal to someone with experience in working with physically disabled children and their families and who is familiar with research methods and principles. The post, which will be based in London but some travel will be necessary. Further details from the Office Manager, RADAR, 25 Mortimer Street, London W1N 8AS. RADAR is an equal opportunity employer. (01255) 280000

Adult Education

LINCOLNSHIRE

AREA TUTOR FOR ADULT EDUCATION
(Selling, Hobbs, Long, Sutton)
LECTURER IIES, 075-12,945
Applications are invited for the above post, based at the Sir John Gledhill High School, Spalding. Candidates should have experience in providing adult education courses and be qualified to teach English. The post involves a full-time role (one day per week) in a secondary school. The Area Tutor will be responsible for the organisation and administration of adult education based on three main centres in secondary schools and a number of small detached centres. Application forms and further particulars from Director of Education (Ref: FE379a), County Offices, Newland, Lincs. (05342) 380000

A.L.B.S.U. PROJECT WORKER

£8,234-£11,247 p.a.

To administer the planning, development and delivery of access to further and community education opportunities for adult literacy and basic skills students. Other duties involve giving advice, guidance and counselling to A.B.E. students.

Applicants must have experience of adult basic education, relevant qualifications would be an advantage. The post will be temporary for 2 years.
Closing date: 9th June, 1986.
Application forms and details from:
Personnel Dept., P.M.S.U., Civic Centre, Darwall Street, Walsall WS1 1TP.

Tel: Walsall 21244

ext. 2064/2065.

Walsall

An Equal Opportunity Employer

Lancashire County Council

LECTURER II

£8,076 - £12,945

Applications are invited for the above post which is on a two year fixed term contract.

A PROJECT LEADER is required to lead an ALBSU sponsored action research project on participation and basic education for mentally handicapped adults, including production of learning materials.

Application forms and further details available from/returnable to the Chief Education Officer, (8/PB), PO Box 61, County Hall, Preston, PR1 8RJ.
Closing date: 5th June 1986.

Education Teacher

(Scale 1 or 2 + Community Homes Allowance)
Beechwood Observation & Assessment Centre
379-387, Woodhouse Road,
Nottingham NG3 5GZ.
M50; 45 (10-16)
A keen, enthusiastic and flexible teacher is required for September or earlier, able to take on not only a general teaching role, but also to offer remedial help in literacy and numeracy. A knowledge of educational testing methods is necessary. The general teaching task is to help a remedial and compensatory nature with specific requirement to prepare educational assessment reports for either Juvenile Courts, Social Services, or other agencies.
For an informal visit/discussion please contact either the Superintendent, Mr. J. W. Fenwick, or the Head of Education Mr. M. G. Hayes on Nottingham 603208.
Application forms are available (a.s.a.) from the Head of Education at the Centre. Closing date 6 June.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG7 7QP

BEDFORDSHIRE

EDUCATION SERVICE
SPECIAL ADULT LEARNING PROGRAMMES
Luton

Applications are invited from suitably qualified and experienced persons for the following posts:
(1) **COURSE DIRECTOR**
The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in order to increase their prospects of employment or to work or further training.
(2) **COURSE DIRECTOR**
The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in a second language and who wish to improve their spoken and written English and job-search skills.
It is hoped to appoint to both posts with effect from 1st September, 1986.
Salary: Further Education Lecturer II £8,076 - £12,945.
Further details and an application form are available from the County Offices, Bedfordshire, Bedford, MK43 9AP. Tel: Bedford 63992. Closing date for receipt of applications is Friday, 6th June, 1986.
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (07404) 380000

CAMBRIDGESHIRE

BASSINGBOURN VILLAGE COLLEGE
SENIOR COMMUNITY EDUCATION TUTOR
£8,000 advertisement (06322)

Youth and Community Service

CAMBRIDGESHIRE
(Equal Opportunity Employer)
BASSINGBOURN VILLAGE COLLEGE
Applications are invited for the post of **SENIOR COMMUNITY EDUCATION TUTOR** (Lecturer II). The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in a second language and who wish to improve their spoken and written English and job-search skills.
It is hoped to appoint to both posts with effect from 1st September, 1986.
Salary: Further Education Lecturer II £8,076 - £12,945.
Further details and an application form are available from the County Offices, Bedfordshire, Bedford, MK43 9AP. Tel: Bedford 63992. Closing date for receipt of applications is Friday, 6th June, 1986.
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DEVON
DEVON COUNTY COUNCIL
Applications are invited for the post of **SENIOR COMMUNITY EDUCATION TUTOR** (Lecturer II). The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in a second language and who wish to improve their spoken and written English and job-search skills.
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Further details and an application form are available from the County Offices, Bedfordshire, Bedford, MK43 9AP. Tel: Bedford 63992. Closing date for receipt of applications is Friday, 6th June, 1986.
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HARROW
HARROW EDUCATION
FIXED TERM
APPOINTMENT OF
YOUTH AND COMMUNITY WORKER
(JNC SCALE 3 OR 3)

Salary: Scale £7,576 - £8,468 inclusive of London Weighting Range £9,738 - £10,629 inclusive of London Weighting.
Applications are invited from Youth and Community Workers for a fixed term appointment of 12 months to assist the Head of Department in the day-to-day running of the department. There is a small teaching commitment on the Community Programme courses in a relevant discipline e.g. social and life skills, basic education, commercial subjects or similar. Some evening work. Holiday dates will be by negotiation. For further details and an application form, please apply to the Head.
Closing date 14 days from this advertisement.
London Allowance Payable: £678 p.a.
We are an equal opportunity employer. (06171) 380000

HOUNSLOW
SPRING GROVE CENTRE
Tipton Road, Isleworth
TW7 2JZ
LECTURER GRADE 2 CLASSES
CO. 0181 200000

Required for January 1987.
Applications are invited for the post of **LECTURER GRADE 2 CLASSES** at the Spring Grove Centre, Tipton Road, Isleworth, TW7 2JZ. The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in a second language and who wish to improve their spoken and written English and job-search skills.
It is hoped to appoint to both posts with effect from 1st September, 1986.
Salary: Further Education Lecturer II £8,076 - £12,945.
Further details and an application form are available from the County Offices, Bedfordshire, Bedford, MK43 9AP. Tel: Bedford 63992. Closing date for receipt of applications is Friday, 6th June, 1986.
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SOMERSET
DIOCESE OF BATH AND WELLS
Diocesan Youth Work Officer

The Diocese wishes to appoint a Youth Work Officer to the Diocese of Bath and Wells. The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in a second language and who wish to improve their spoken and written English and job-search skills.
It is hoped to appoint to both posts with effect from 1st September, 1986.
Salary: Further Education Lecturer II £8,076 - £12,945.
Further details and an application form are available from the County Offices, Bedfordshire, Bedford, MK43 9AP. Tel: Bedford 63992. Closing date for receipt of applications is Friday, 6th June, 1986.
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Youth and Community Service Worker

(JNC Range 4, Points 3-7) £10,470-£11,685.
(Salary Award Pending)

A qualified and experienced Youth and Community Service Worker or Teacher is required for a demanding and challenging post at the Riverside County Youth Centre in Canterbury.

Opportunities exist for the development of Outdoor Education in cooperation with the Canterbury Canoe Centre which is also based at the Riverside, and for the development of Dance, Movement and Martial Arts in the Centre Studio.

Riverside is the Duke of Edinburgh's Award Scheme Centre for Canterbury and you will be expected to support this work and encourage good liaison between Riverside and the Voluntary Youth Groups in the area.

Applicants will need to have an energetic, imaginative and adaptable approach to work among young people and be able to demonstrate a past record of achievement and effective work as a member of a team.

A Staff Development Policy, accredited by INSTEP, is in operation with the County Youth and Community Service and provides for in-service training, support and supervision for all professional staff. Assistance with removal, lodging, resettlement and legal expenses in approved cases.

Ring Brian Curtis, Area Youth and Community Service Officer, on Canterbury 66722 for an informal discussion. Full details and application form, returnable by 6 June, from the Area Education Officer, 78-79 London Road, Canterbury, Kent, CT2 8LT.

KENT COUNTY COUNCIL

METHODIST YOUTH OFFICER

in one of two important posts?
The LINCOLN AND GRIMSBY DISTRICT

need an experienced youth or childrens worker to serve from an office base in Lincoln.

The NORTHERN DISTRICTS are looking for an officer to work within the three northern districts as consultant youth officer serving from a home base probably in Durham.

IF YOU ARE A TRAINED YOUTH WORKER OR TEACHER, HAVE EXPERIENCE OF WORK ALSO WITH ADULTS AND ARE A CREATIVE PERSON WE WOULD LIKE TO HEAR FROM YOU. YOUR LEADERSHIP MAY HELP KEEN VOLUNTEERS.

Salary: Soubury Scale of Youth and Community Services Officers, Main Range, Points 2 to 6.

Details: Mr David M. Dalziel
MDEY
2 Chester House, Pages Lane, Muswell Hill, London N10 1PR

Closing date: 12th June 1986.

Buckinghamshire County Council

(Equal opportunity employer)
HEAD OF ADULT BASIC EDUCATION - WYCOMBE
(TEMPORARY FOR 1 YEAR)

Burnham F.E. Lecturer II £10,455 - £12,945

Applicants for this temporary one year post vacant from 1 September 1986 to the secondment of the present post holder, should be suitably qualified persons with experience in Adult teaching, preferably in the literacy and numeracy field. The successful candidate will be expected to have a lively and enthusiastic approach to work with adults. He/she will be responsible for a varied programme of day, evening and occasional weekend activities for adult basic education in the area.

Application forms and further details from the Chief Education Officer (reference J13), County Hall, Aylesbury, Bucks HP20 1JZ. The closing date for the return of applications is 30 May 1986.

Further enquiries may be made to Daryn Holland, telephone 445948.

SURREY COUNTY COUNCIL

THE TIMES EDUCATIONAL SUPPLEMENT 23.5.86

YOUTH & COMMUNITY

continued

HERTFORDSHIRE

COUNTY COUNCIL
YOUTH & COMMUNITY SERVICE
INTERMEDIATE DIVISION
POTTERS BAR TOWN TEAM

A third Youth & Community Worker is required to complete the team responsible for the delivery of the service in Pottery Bar, North Hertfordshire, and surrounding villages. In addition to organising specific projects the worker will also be responsible for the delivery of the service in the town.
The salary offered will be J.N.C. III (1-5) £8,555 - £9,554 & London weighting: £264.
Informal enquiries may be made to Mr Peter Stallman (Area Officer) on 0707 44311, Ext. 3.
Further details and application forms may be obtained from Mr. Stallman, Youth & Community Service, Pottery Bar, Hertfordshire, Herts. SG6 1BN.

The closing date for applications will be 6th June 1986. (0707) 44000

HERTFORDSHIRE

COUNTY COUNCIL
YOUTH & COMMUNITY SERVICE
WORKER
(JNC Scale £9,060 - £10,155)

This post carries responsibility for the development of the service in Pottery Bar, North Hertfordshire, and surrounding villages. In addition to organising specific projects the worker will also be responsible for the delivery of the service in the town.
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WALTHAM FOREST

AN EQUAL OPPORTUNITY
YOUTH & COMMUNITY SERVICE
WORKER
(JNC Scale £9,060 - £10,155)

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WARWICKSHIRE

SENIOR YOUTH TUTOR
FRIARY YOUTH CENTRE
Nuneaton

Applications are invited from qualified and experienced youth and community workers for the post of Senior Youth Tutor at the Friary Youth Centre, Nuneaton. The post holder will be responsible for the planning, development and delivery of adult learning courses for adults who wish to improve their basic skills in a second language and who wish to improve their spoken and written English and job-search skills.
It is hoped to appoint to both posts with effect from 1st September, 1986.
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SENIOR YOUTH TUTOR
FRIARY YOUTH CENTRE
Nuneaton

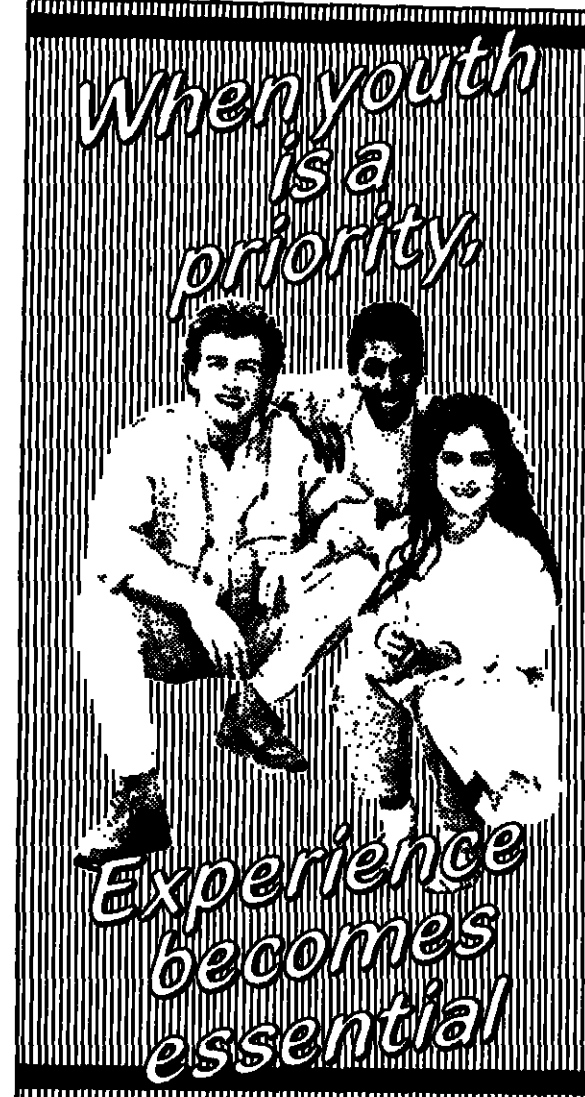
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In response to the needs of young people living within this multi-cultural London borough, we are now implementing a major review of our Youth Service staffing structure.

A considerable expansion is taking place and we are aiming to establish a team of highly skilled, well-qualified professionals, able to draw on substantial levels of experience in motivating and sustaining a highly capable and resourceful Youth Service.

Initially, we are seeking people to fill the following key senior positions:

Head of Youth Service

(Ref: ED 861)
To be responsible for the overall management of the Youth Service.
Salary Range: £18,144 - £19,936 inclusive.

Senior Youth Officer

(Ref: ED 862)
To assist the Head of the Youth Service in the day-to-day management and administration of the service, with specific responsibility for organising a variety of borough-wide services and events.
Salary Range: £14,103 - £15,486 inclusive.

Youth Officer

(Ref: ED 863)
To ensure the continuous training of a highly efficient Youth Service team through promotion of Staff Development

programmes, producing publicity and information material and encouraging effective curriculum development in a role crucial to the expansion of the service.
Salary Range: £13,440 - £14,802 inclusive.

Area Youth Organisers

(Ref: ED 864)
To supervise statutory Youth Service provision and provide advice and support to voluntary organisations within four separate areas of the borough.
Salary Range: £12,672 - £14,124 inclusive.

In bringing your experience to a Borough with a genuine commitment to the enhancement of Youth Services, you'll be joining a team with enormous potential, offering unrivalled opportunity for fresh approaches and ideas.

For an informal discussion on these posts, please contact Chris Gower Tel No: 579 2424 ext. 3744.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Tel: 01-840 1995 (24 hour service). Please quote appropriate reference. Closing date: 4-6-86.

Ealing
London Borough

FEDERAL REPUBLIC OF NIGERIA KADUNA STATE CIVIL SERVICE

VACANCIES

Applications are invited from suitably qualified candidates for the following posts in the Kaduna State Civil Service:-

PHYSICS, CHEMISTRY AND MATHEMATICS

Teachers for Secondary Schools within the State.

Candidates must possess a university degree in the subject to be taught, plus a minimum of three years' post-graduate cognate experience.

METHOD OF APPLICATION: Interested persons should forward one copy of their curriculum vitae to the address below, from whom further details and the appropriate application form can be obtained:

Room 32,
Nigeria High Commission,
Education & Consular Section,
66/67 First Street,
Lagos ECW 107.
Tel: 01-363 3778 ext. 14

Closing date: 4th June 1986. All envelopes should be marked "Kaduna State: Application". (P4832)

ST. GEORGES SCHOOL Vancouver BC Canada

An established independent school for 650 boys seeks

Senior Teacher

of French to 'A' Level or equivalent standards commencing September 1 1986.

Candidates should be very well qualified and experienced. Fine personal qualities and a sense of commitment and vocation are essential. Ability to assist with games particularly field hockey, a strong asset. Salary range from 25,500 to 40,000 Dls Canadian depending upon experience.

Reply in confidence to: The Head Master, St. Georges School, 4175 W.29th Avenue, Vancouver BC, Canada V6S1V6. (4007)

ENGLISH LANGUAGE TEACHERS

TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace can offer immediate opportunities in Saudi Arabia for qualified male English Language Teachers to join our staff, responsible for teaching English to students and cadets beginning their training in the Royal Saudi Air Force.

These are excellent opportunities for experienced teachers to earn high salaries which will be tax-free, subject to completing a minimum of one year's service in Saudi Arabia. Those appointed will be working in well equipped educational facilities as part of our large British expatriate staff.

Applicants must be UK citizens whose mother tongue is English. The minimum qualifications for these posts are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience of TEFL.

In addition to the high tax-free salary, successful candidates will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 031/RES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Watton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE

...up where we belong

ADMINISTRATION - LEA
continued

HERTFORDSHIRE
Required for September or January 1987. ADVISORY TEACHER FOR SECONDARY MATHEMATICS. Scale 4 with London fringe allowance. Successful classroom experience is essential together with an ability to communicate ideas and enthusiasm.
Full details available from County Education Officer (Ref. RWS1, County Hall, Hatfield SG13 8DF, 10663) 480000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Education

Assistant Director (Secondary)

£15,831-£16,908 p.a.

Required for this important 4th tier post dealing with policies and administration in respect of the staffing of the Authority's Secondary Schools. Applicants (male or female) should be graduates with teaching experience together with managerial, administrative and consultative skills. Relocation expenses where appropriate. Application forms and further details are available from the Director of Education at County Hall. Closing date 9 June. Please quote ref. A12/ADS/45.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7GP

SEC**THE SECONDARY EXAMINATIONS COUNCIL****requires an Executive Officer**

The Executive Officer will provide support for professional teams dealing with examinations and assessment; the work will focus on servicing committees dealing with the approval and monitoring of syllabuses for A level and for the new GCSE and Advanced Supplementary level examinations. The ability to write well is required for correspondence, minuting and report-writing. The ideal candidate should have experience in one or more of the following areas; committee work - preferably related to education, the work of examining boards, teaching.

Salary scale £8,318 - £10,282 (inc. London Weighting).

Further details and application forms from Admin Team, SEC, Newcombe House, 45 Notting Hill Gate, LONDON W11 3JB. 01-229 1234, ext 292/3.

Closing date for the receipt of completed application forms 3 June 1986.

THE COLLEGE OF SPEECH THERAPISTS
6 Lechmere Road,
London, NW2 5BU**ADACEMIC & REGISTRATION OFFICER**

required immediately by the College of Speech Therapists, the professional body for Speech Therapy.

This post carries administrative responsibility for all aspects of the undergraduate, postgraduate and post-experience education of speech therapists. Starting salary £10,862 per annum inclusive of Outer London Weighting. Please telephone Mr. D. Wiseman, Administrator, on 01-459 8521 for further details of the post. Closing date for applications: 31st May 1986.

HARROW

HARROW EDUCATION
ASSISTANT EDUCATION OFFICER (SCHOOLS) - P06
Salary: £16,524 - £17,501
Inclusive of London Weighting

We need an Assistant Education Officer for Schools.

This Assistant Education Officer will be responsible initially for policy matters relating to teaching staff and building programmes.

The closing date for applications is 30.5.86.

Application forms and further details obtainable from and returnable to the Assistant Education Officer (Personnel Manager), P.O. Box 33, Civic Centre, Harrow, Middlesex, HA1 2BW. Tel: 01-863 5611. Ext. 3307/2. Ref: 14/01/204143. 480000

SUFFOLK

COUNTY COUNCIL
RE-ADVISED ADVISORY TEACHER FOR EDUCATIONAL DRAMA (Scale 3)

Required from January, 1987, an experienced teacher of drama to develop school-based drama as a teaching method and as a means of learning experience for pupils in primary, secondary and special schools. A particular interest in language development through drama would be an advantage.

The Advisory Teacher would be based at the Area Education Office, Bury St. Edmunds and would be a member of the English and Drama Advisory Team for the County.

Application forms and further details available from the Assistant Education Officer, Bury St. Edmunds, Suffolk IP33 8X (stamped addressed envelopes please) to whom they should be returned by 6th June, 1986.

This is a re-advertisement and previous applicants should indicate whether they wish their applications to be reconsidered.

The Area Education Officer, Suffolk County Council, Bury St. Edmunds IP33 8X (Ref: 106634) 480000

SHEFFIELD

DIOCESE OF SHEFFIELD
WHIRLOW GRANGE
CONFERENCE CENTRE
WARDEN

Applications are invited for the post of Warden with full-time duties at the end of 1986. Whirlow Grange is a centre of Christian Education, Conference and retreat. The Warden's responsibilities cover the day-to-day administration and supervision of the Centre (3 full-time and 6 part-time staff), promotion and development of an educational/pastoral ministry.

Residential post, accommodation adequate for a couple and small family.

Salary linked to Diocesan Incumbent Scale (£7,700).

Further information from: The Bishop of Doncaster, Bishop's Lodge, Hutton, Rotherham S65 4PP.

To whom applications should be sent: 500000 (05136)

Child Care

WILTSHIRE

THE BUTCLIFFE SCHOOL
Wiltshire, near Bradford-on-Avon, Wiltshire BA15 2LE

Applications are invited from suitably experienced and qualified persons for the post of Senior Houseparent/Child Care Officer.

The post holder will be responsible for the day-to-day running of the school's residential care for boys, aged 11-16, with emotional and behavioural problems.

The post can be resident (single accommodation only) or non-resident and entails being responsible to the Headmaster for the work of the school's six (non-resident) Child Care Staff.

For further details and application forms, please contact the large S.A.E. to the Headmaster, (06644) 540000 (03068)

Educational Psychologists

HAVINGDON BOROUGH OF EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST

A temporary vacancy exists for a period of 12 months, to be filled by a qualified Educational Psychologist.

Applications are invited from suitably qualified persons who have a good knowledge of the range of school psychological services work as a member of a team of eight psychologists working within the Education Service and closely linked with the advisory team.

Applicants should be experienced teachers, who have a good knowledge of Psychology and a recognised qualification in educational psychology.

Application forms (returnable within fourteen days of appearance of this advertisement) are available from the Director of Educational Services, Havingdon Borough, 50000 (05099)

School Health Service

EAST SURREY

HEALTH AUTHORITY
FULL-TIME OR PART-TIME
DISTRICT HEALTH EDUCATION OFFICER (SCALE 14)

This is a new post and will provide an excellent opportunity for a qualified health education officer to contribute to policy and to future development of the Health Education Service in the District.

Candidates should therefore be appropriately qualified and have both the experience and the ability to organise and control work requiring a high degree of specialised knowledge.

Informal enquiries welcome by Dr. Penny Baynam, Director of Community Medicine, Epidemiology and Special Services, at Redhill 68677. Ext. 254.

Application forms and further details available from the Director of Personnel, East Surrey Health Authority, 68677. Ext. 254.

Closing date for receipt of applications: 23rd June, 1986. (07103) 500000

Examiners**THE ASSOCIATED EXAMINING BOARD**

The Board invites applications for the posts of EXAMINER, MODERATOR for GENERAL STUDIES (607) at ADVANCED LEVEL for the 1988 examinations.

Applicants should have a degree or equivalent qualification in relevant subject, a minimum of four years' experience in teaching and examination and some experience of examination.

Further information and application forms may be obtained from The Secretary General (A4), The Associated Examining Board, King Hill House, Guildford, Surrey GU1 2EX to whom completed forms should be returned by 25th June, 1986. (05068)

**EDUCATIONAL PSYCHOLOGIST**

Qualified Teacher Scale 3 pt. 4
to Headteacher Group 7
£9,639/£16,254 per annum.

The minimum salary for qualified officers aged 30 is £11,000 per annum and the minimum salary for qualified officers aged 35 is £13,413 per annum. Applications for the above post are invited from fully qualified Educational Psychologists and those who are currently completing their post graduate training.

Informal enquiries may be made to Mr. G. Williams, Senior Educational Psychologist Tel: 0204 21313.

Application forms and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel: Bolton 22311 Extns. 587 and 610) to whom same should be returned by 2nd June. Registered Disabled Persons are invited to apply.

An Equal Opportunity Employer

LONDON AND EAST ANGLIAN GROUP FOR THE GCSE EXAMINATIONS

East Anglian Examinations Board
London Regional Examinations Board
University of London School Examinations Board

JOINT O-LEVEL/CSE AND GCSE EXAMINATIONS
Applications are invited for the following appointments for the June 1987 Joint O-level/CSE and subsequent GCSE examinations:

ASSESSORS AND VISITING ASSESSORS
ENGLISH (WRITTEN AND ORAL)
ENGLISH LITERATURE

ASSISTANT EXAMINERS AND VISITING ASSESSORS
HOME ECONOMICS: FOOD
HOME ECONOMICS: HOME AND FAMILY

ASSESSORS
HUMAN BIOLOGY
RELIGIOUS STUDIES

Applicants should be graduates or hold appropriate qualifications and should be under 65 with three years recent teaching experience. Application forms and further details may be obtained from The Secretary, University of London School Examinations Board, Stewart House (Room 218), 32 Russell Square, London WC1B 5DN to whom completed application forms should be returned by 28 June 1986. Applicants should enclose a self-addressed postcard envelope.

Miscellaneous

A SALES CAREER with an interesting and offering a wide range of training, experience and real challenge. Suitable applicants should be aged 24 and over, have a minimum of 4 years' experience in sales, be employed in the retail trade, have a telephone 01-400 5400. Fax: 01-400 5400. J. J. Colley, 242 Epsom Street, London SW15 2JL (08158) 6000

KENT
NINEVENING PROJECT OFFICER
VNU PROJECT OFFICER
Young Graduate and voluntary organization to provide for secondary school leavers involving them with the physically and mentally handicapped children of the elderly. Teaching and counselling essential.
Contact: Voluntary Services, Sevenoaks School for Girls, Bradbourne Valley, Sevenoaks, Kent TN13 3JL (Sevenoaks 45048). (07116) 6000

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

LEICESTERSHIRE COUNTY COUNCIL
RESEARCH OFFICER

For initial 3 year period. Full-time for work on C.A.S.A. Unit and the development of a research unit, recently introduced to the Council for the purpose of research and training in the area of social work and social care.

Will research occupational and training information relating to 16 year old school leavers and other aspects of the social work and social care.

Such as training, day care, residential care and development of careers and training packages. Understanding of social work and social care.

Salary £9,975 rising to £11,975 per annum.

Application forms and further details available from the Director of Personnel, Room 35, County Hall, Leicester LE1 7RU (0533) 6000

Miscellaneous continued

TRAINING METHODS OFFICER

A Training Methods Officer is required by the Plastics Processing Industry Training Board to develop the work being carried out by its Education Service for the Plastics Industry (ESPI), which is based at Loughborough University. The Training Methods Officer will:

1. Develop contacts with schools and the careers service in order to increase the use of plastics in schools and enhance an awareness of the careers opportunities offered by the plastics industry.
2. Assist with the teaching and offer assistance to school staff in those areas of the curriculum where the teaching of plastics has a relevance, such that areas of mutual interest between educationists and the plastics industry are developed.
3. Co-operate fully with the work currently being carried out by ESPI.

Candidates should be prepared to travel extensively throughout the UK and have the following knowledge:

A familiarity of the current school-based examination system; particularly in Science and Craft, Design and Technology, such that the opportunities offered by current curricular and curriculum change can be fully exploited.

A familiarity with the structure of the UK careers and guidance system and its function in order to alert careers personnel to the opportunities which plastics afford.

Practical experience of teaching/training, is essential. Sufficient knowledge of plastics and the plastics industry to be able to converse and communicate effectively on this specialism.

Salary £10,000 circa plus car and attractive fringe benefits. Applications to Mr R J Cramp, Administration Manager, PP1B, Brent House, 860 Great West Road, Brentford, Middlesex, TW8 9ES.



We hope you're one of those teachers who thoroughly enjoy teaching. Who don't mind letting enthusiasm show.

Because we have some very keen and responsible pupils for you to train.

Our pupils are the RAF's technicians of tomorrow. Some of the brightest and most highly motivated young men and women in Britain with a voracious appetite for learning.

But without dedicated teaching their careers wouldn't get off the ground. And without our technicians neither would the RAF.

Hence the importance of your role as a Royal Air Force Education Officer.

What's more, we'll give you every facility to fulfil that role effectively.

You see, we believe in "hands on" teaching. Giving each pupil the chance to get to grips with the machine. Be it an oscilloscope or a jet engine, he'll learn more, quicker, if he's working in a small group.

But the instruction of the trainee technicians is only part of the job.

There are also numerous opportunities throughout the RAF for additional responsibilities, such as keeping all ranks - from airmen to officers - abreast of the continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering.

Advances which can only be applied effectively if they're taught effectively.

WHAT NOW?

You don't need to be a qualified teacher because if you're not already experienced, we'd teach you the art of teaching.

But you should have a degree in engineering, physics, mathematics or a computing discipline or you may apply if you have an HNC or TECHC in an engineering subject, together with a GCE 'O' level in English Language (or equivalent).

Alternatively, if you do have a teaching qualification it must be with mathematics or physics. We also have vacancies for linguists - especially German speaking.

You can apply for a 4- to 6-year gratuity-earning Short Service Commission or indeed, a commission for a longer period. Age on entry up to 39.

To find out more, for the price of a local call, ring 0346 345 000 (at any time, seven days a week). Please quote reference TG/802/28/08.

Or call in at any RAF Careers Information Office (the address is in the phone book).

**ENGLISH/MATHS INSTRUCTOR - LONDON**

£8,705 6 WEEKS HOLIDAY

Project Fulfillment is committed to developing programmes which aim to promote equality of opportunity in employment and to facilitate more effective involvement of minority communities in the economic life of the UK.

For our Print Design and Photography Workshop in Great Eastern Street, EC2 we need an instructor to work with the vocational subject instructors teaching motivated 16 and 17 year olds. Areas to be covered include English, Maths, Job Search skills, Personal Development. We need someone with previous similar experience but teaching qualifications are not essential.

But the instruction of the trainee technicians is only part of the job.

There are also numerous opportunities throughout the RAF for additional responsibilities, such as keeping all ranks - from airmen to officers - abreast of the continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering.

Advances which can only be applied effectively if they're taught effectively.

For more information and an application form, please contact Carmen Hanson, Project Fulfillment, 102 Park Village East, London, NW1 3SP. Tel 01 387 1222. Closing date: Friday 6th June 1986.

Project Fulfillment is an equal opportunities employer. (1530)

THE ZOOLOGICAL SOCIETY OF LONDON**requires ASSISTANT EDUCATION OFFICER**

To assist in running short courses for students ranging from junior school children to Vith form pupils and the organisation of activities for Friends at the Zoo.

The post will be based at London Zoo with occasional work at Whipsnade Park, and will be for three years in the first instance starting on 1st September, 1986.

Candidates must be Graduate Zoologists with an outgoing personality and organisational skills. Teacher training experience desirable. Salary on Burnham P & S Scale 2.

Applications in writing, with full details of education, qualifications, experience and names of two referees, should be submitted as soon as possible with s.a.e. for reply to: The Establishment Officer, Zoological Society of London, Regent's Park, London, NW1 4RY.

NETHERHALL EDUCATIONAL SOFTWARE**OF CAMBRIDGE UNIVERSITY PRESS****PROJECT LEADER**

Netherhall Educational Software requires someone from September 1986, to lead and support a small team of programmers in producing high quality software, implemented on a range of microcomputers. The ideal candidate will have broad programming experience in micro environments and will be ready for a leadership role.

Demonstrable expertise in solving coding problems and understanding microcomputer systems will be expected. The ability to communicate effectively at both the technical and end-user levels will also be essential.

A good salary dependent on experience, the terms and conditions of employment are excellent. Generous relocation package available where appropriate.

Apply in writing, stating reasons for applying and programming experience, together with full curriculum vitae and names of two referees. Please list only those computer languages and systems where you have a thorough working knowledge. Send letters to:

Jenny Jullien
Press Personnel Director
Cambridge University Press (Publishing Division)
University Printing House
Shaftesbury Road
Cambridge CB2 2BS

or telephone Rod Mylly - Director of NES on (0223) 338331, for more details.

FRENCH LEXICOGRAPHERS

Harrap are looking for freelance lexicographers to work on a French dictionary project. Applicants should be native speakers of French, preferably with relevant experience.

Please apply in writing, with full C.V. to Jean-Luc Barbanneau, Editorial Director (Dictionaries), Harrap Ltd, 19-23 Ludgate Hill, London EC4M 7PD

HARRAP

This appointment is in association with

DANCE
ANIMATEUR

Applications are invited for this new post, primarily concerned with the development of Dance in the Education sector and in the local communities of Oldham Metropolitan Borough. The Education Authority has established a new Dance Studio and a base for the Animatur at Higgsnash Performing Arts Centre.

The successful candidate will be appointed for a minimum of 3 years from the 1st September 1986 and will have a good range of dance and animatur skills in addition to relevant teaching experience.

Salary will be in accordance with Burnham Scale 1 - (£6,177 - £9,285).

Application forms (see) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 9PP returnable to him by 6th June.

(4580)

Oldham Metropolitan Borough
An Equal Opportunity Employer

MISCELLANEOUS
continued

ALTERNATIVES FOR TEACHERS
Employment opportunities, part or full time, in the following areas:
Publishing: Carers in TV, Careers in Radio, £1.85 each. All 18 hrs. 52, Hamilton House Publishing, Brixworth, Northampton, Acre phone 0604 881899. 660000 (12835)

LONDON

THE INSTITUTE OF LINGUISTICS
SYLLABUS DEVELOPMENT PROJECT OFFICER

The Institute requires a second Project Officer to assist in all aspects of development of its new examinations syllabus, now at the piloting stage.

Qualifications and experience in language testing/examining essential.

Part-time and flexible-time possibilities. Salary in range £9 - 19,000 (pro rata).

Details from the General Secretary, Institute of Linguistics, 244 Strand, London WC2R 2EA. Tel: 01-329 445 or 6386. (07156) 660000

Outdoor Education

CUMBRIA

ROCK CLIMBING/FELL WALKING INSTRUCTOR
Residential seasonal post June - November 1986 working with 16-18 year olds. All-round outdoor pursuits experience desirable. C.V. and two references to The Warden, Calver Trust, Little Cumbria, Cumbria, (05454) 660000

SOUTH DEVON

COURTLAND CENTRE
Biology, Geography & Adventure Activity Courses for Junior, middle and higher education. Self run or fully tutored by our qualified staff. Coastal to Dartmoor. Free or paid weekends. Contact The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000 (11539)

DEVON

SKERN LODGE OUTDOOR CENTRE
Excellent value for money schools adventure activity programmes. Tel: 05375 75992 or write Skern Lodge, Skern, Devon, EX25 1NG. (06145) 660000

DEVON

DARTMOOR ADVENTURE CENTRE
Children ages 11-18. Climbing, canoeing, caving, sailing, camping. Expert qualified instruction. Tailor-made courses to suit specific requirements. Free field trips. Duke of Edinburgh Awards etc. Also instructor training courses. Details, John Barle, The Warden, Dartmoor Expedition Centre, Widdicombe, Devon. Tel: 05322 425. 660000 (05900)

Full details and application forms from Regional Outdoor Education Centre, 101, Stonehouse Road, Stonehouse, Gloucestershire, GL10 1HT. Tel: 05947 70000. 660000 (06176)

NATIONWIDE OPPORTUNITIES

SUMMER ADVENTURE CENTRE

Dolphin Adventure Holidays operate exciting summer holiday camps for children aged 11-18. Each camp is a residential activity holiday, with a wide range of sports, games, and a variety of other activities. The camps are held in the most beautiful and scenic areas of the country. We have 95 centres operating this summer, all based at top class schools with first class facilities.

Children come to Dolphin to have a holiday they will remember forever and on all of our centres, there is a special emphasis on the ability to communicate information in a clear, concise and memorable way, at the same time listening to your audience. Not too dissimilar to sales!

In fact I'm sure you'll be pleasantly surprised to discover that a number of our existing successful sales people started off life as teachers.

Such is our confidence in your ability and our comprehensive in-house training courses, that we can offer you a special guaranteed package to help you on your way and prepare you for a successful sales career, with the very real possibility of management in the future. Openings are available throughout mainland U.K.

If you're aged 21-40, energetic, and ambitious for the kind of rewards a teaching career can't provide, ring me, Colin Cartwright, today on 021-5537351 or send your C.V. to Dolphin Showers Limited, Interchange House, 110 Birmingham Road, West Bromwich, West Midlands, B70 6RP.

Dolphin

DEVON

QUALIFIED INSTRUCTORS
A full range of activities and programmes for children and young people. Essential. Min. age 21 yrs. Seasonal vacancies. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

EDINBURGH

UNIVERSITY OF EDINBURGH
DEPARTMENT OF PHYSICAL EDUCATION

Applications are invited for an Instructor (Resident) post at Fife Park Field Centre, Fife, Scotland. The post is offered on a two year contract commencing in September 1986 and is renewable for a further two years. Applicants must have experience and a full understanding of the teaching of water-based activities, particularly sailing, and experience in mountain activities.

Accommodation is available for a single person in return for residential duties.

Further details of the post and application form from the Director of Physical Education, University of Edinburgh, 46 Leith Walk, Edinburgh EH8 8JT, with whom experience and references to The Warden, Calver Trust, Little Cumbria, Cumbria, (05454) 660000

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Dolphin

HOUNSLOW

ASSISTANT INSTRUCTORS
A full range of activities and programmes for children and young people. Essential. Min. age 21 yrs. Seasonal vacancies. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

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Dolphin

English as a Foreign Language

ARLES/FELCO member of

TEFL, person as a teacher of English in a language school. Must have a minimum of 2 years' experience in teaching English as a foreign language. Salary £5,000 per annum. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

BOURNEMOUTH

MANAGEMENT INTERNATIONAL

Learn to teach English as a foreign language at the International Management Institute, Bournemouth. The Centre provides a 4-week intensive course in English for teachers of English as a foreign language. The course is held in Bournemouth, Dorset. Details from: The Director, International Management Institute, Bournemouth, Dorset. Tel: (01202) 525337. 700000 (05328)

For details write to: ITTC, 674 Wilton Road, Brighton, BN1 3AB. Tel: (01273) 525337. 700000 (05328)

SCOTLAND

OUTWARD BOUND

By Fort William, Inverness, Shire, Scotland. Tel: 0357 330

SENIOR INSTRUCTOR

Applications are invited for this permanent, instructional position in our busy personal development programme.

Applicants should be experienced outdoor leaders of proven organisational ability and non-resident. To encourage and motivate staff in an essential role. Minimum age 28 years.

All round outdoor skills with a deep personal knowledge of the Scottish Mountains and the Outward Bound ethos. A modern three bedroomed bungalow may be available to the married applicant.

For application forms and job descriptions, contact the Training Director, Outward Bound, Fort William, Scotland. Tel: (01456) 454745. 700000 (05328)

EFL SUMMER COURSE

Required with at least 1 year's experience in teaching English as a foreign language. Salary £5,000 per annum. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

SOUTHAMPTON

CALSHUT ACTIVITIES CENTRE

The country's largest L.R.A. Outdoor Education Centre. Offers a wide range of activities and programmes for children and young people. Details from: The Director, Calshut Activities Centre, Southampton, Hampshire. Tel: (0703) 55077. 660000

LIMASING

Principal of a school of English. Must have a minimum of 5 years' experience in teaching English as a foreign language. Salary £5,000 per annum. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

SUSSEX

TEACHING ENGLISH AS A FOREIGN LANGUAGE. Must have a minimum of 2 years' experience in teaching English as a foreign language. Salary £5,000 per annum. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

STAFFORDSHIRE

TEACHING ENGLISH AS A FOREIGN LANGUAGE. Must have a minimum of 2 years' experience in teaching English as a foreign language. Salary £5,000 per annum. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

LONDON

TEACHING ENGLISH AS A FOREIGN LANGUAGE. Must have a minimum of 2 years' experience in teaching English as a foreign language. Salary £5,000 per annum. Apply to: The Director, Courtland Centre, Kingsbridge, Devon, TQ7 4DR. Tel: (0548) 910000. 660000 (04564)

LONDON

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SPAIN

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